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ABSTRACT

A summary of the educational assessment activities (as of early 1971) in each of the fifty states and District of Columbia is given. Information was gathered through interviews held in each state by staff members of ETS. Similarities in the activities of many states include the setting of statewide educational goals, application of a planning-programming-budgeting system to educational assessment, establishment of statewide testing programs, assessment of non-cognitive development, measuring various influences on learning, influence of the National Assessment Model, and a trend toward more centralized control of programs. Problems generally concern a lack of communication and coordination, relation of assessment data to financial incentives, the handling of sensitive data, and confusion and conflict about goals. (MS)

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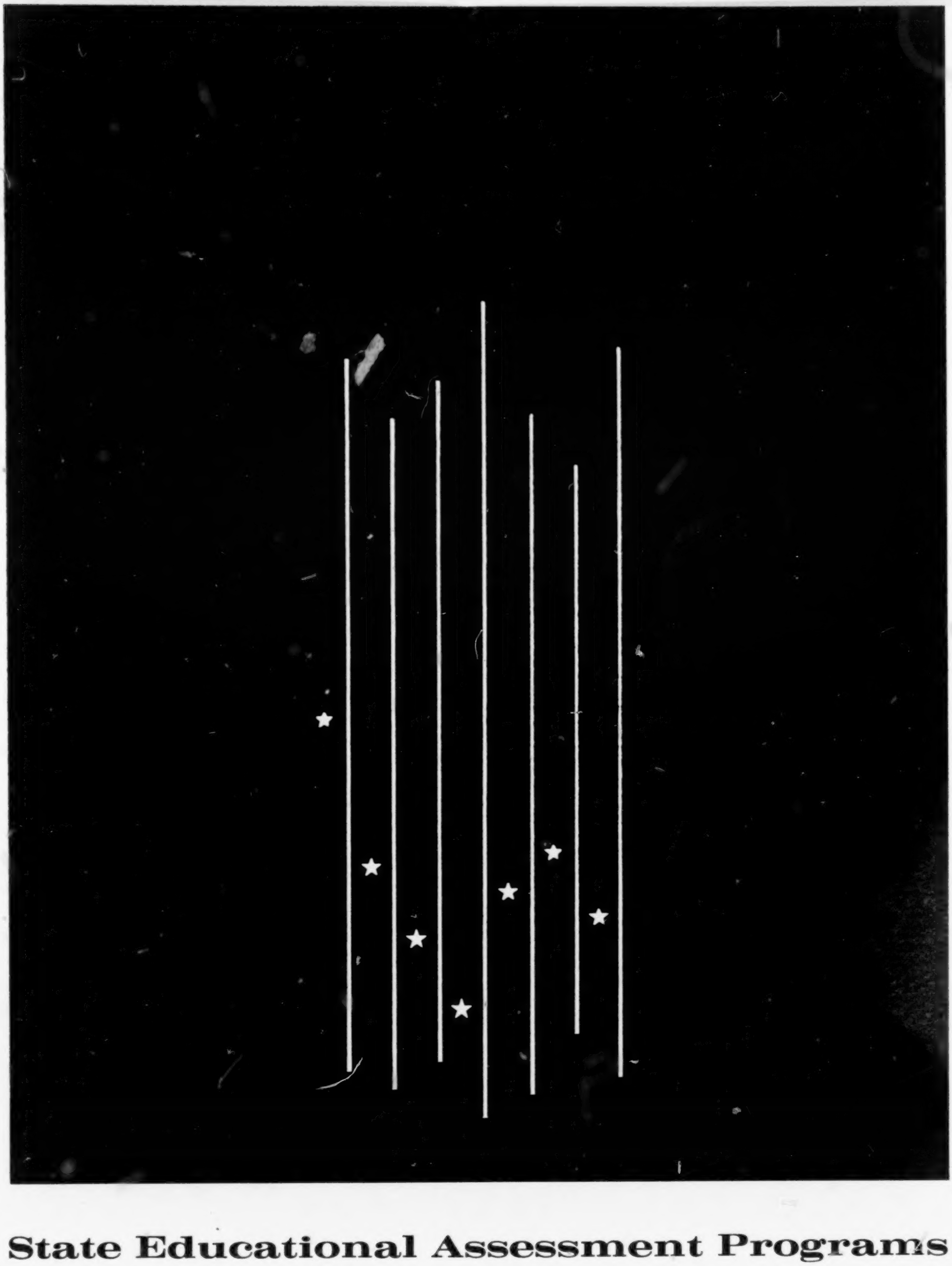

State Educational Assessment Programs

Educational Testing Service
in collaboration with
Education Commission of the States
and
Education Resources Information Center

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FOREWORD

During the past few years, there has been a rapidly growing interest in educational accountability. Although this concept appears to have somewhat different meaning for different people, most interpretations involve varying proportions of two elements – the quality of educational experience and the cost of achieving a specified level of educational excellence.

Interest in accountability was perhaps kindled by the launching of Sputnik in the 1950s. It was fanned to greater intensity in the 1960s by the mounting costs of education, by the inconclusive results of massive federal subsidization, and by the impatience of those whose educational opportunities had been substandard. To some extent, too, the competing claims of an unprecedented number of instructional innovations, some growing out of our rapidly expanding technology, added fuel to the flame.

As a result of intensified concern over the educational process, a variety of approaches for fostering accountability have been proposed. The concept of a national educational assessment program was one of the first to appear. More recently, the adaptation of the Defense Department's planning-programming-budgeting system (PPBS) to school systems and efforts to transfer the business concepts of cost-benefit analysis to instructional programs have been proposed and, to some degree, tried, as have specific new techniques such as performance contracting and "the voucher plan."

Demands for educational accountability have had their impact on state as well as local school systems. Many states have conducted statewide testing programs for years, but the data from these programs were used primarily for the benefit of local school systems or for college selection and placement purposes; rarely were data used to assess the health of education across the state as a whole. Increasingly, as interest in some form of accountability has been directed at the state level, states have discovered that their existing testing programs are too narrowly conceived and the analysis of the data inadequate to serve their state assessment needs. Therefore, many states are now giving more serious consideration to the modification of their statewide assessment programs.

As each state works on its own program, there is a need to know what other states are doing. Often the problems encountered in one state have been met elsewhere in essentially the same form. How these problems were handled and what solutions were found to be useful can be of great benefit to others in the same situation. Unfortunately, there has been no central repository of information about state assessment efforts. Consequently, each state has been forced to ferret out this information for itself or run the risk of trying solutions to problems that have already proved unsuccessful elsewhere.

This publication represents an effort to pull together into one document detailed information about educational assessment programs and plans in all of the states. The project was undertaken by Educational Testing Service in collaboration with the Education Commission of the States, and the Education Resources Information Center of the U. S. Office of Education. We hope that the document will serve as a useful resource for state education leaders and that it will contribute to the improvement of statewide assessment programs throughout the United States.

Princeton, New Jersey
September 1, 1971

William W. Turnbull, President
Educational Testing Service

INTRODUCTION

This publication has two major parts. The first is an overview by Henry S. Dyer and Elsa Rosenthal, which describes in some detail the purpose and methods of the survey and presents a picture of the state of the art for state assessment. The second is a report of the assessment activities of each of the 50 states and the District of Columbia, arranged in alphabetical order. Generally, a given report provides a description of the state's activities, the name, title, and address of each individual interviewed, and a list of publications pertaining to the state's program. A copy of the interview guide may be found in the appendix.

In the conduct of the interviews, no attempt was made to restrict the definition of a state educational assessment program or to go beyond what the state personnel were willing to describe as their assessment program.

Every effort was made to be accurate in reporting each state's assessment activities. Although the information appearing in this report was approved by the appropriate persons in each state, they should not be considered responsible for any errors or inaccuracies that may be discovered in our descriptions.

It is our intention to repeat this survey periodically as a means of providing up-to-date information on state assessment programs.

A project as large and complex as this one requires the cooperation of many people. We were most fortunate in obtaining generous assistance from all who were called upon to help. We are particularly grateful to the following people.

- James Hazlett of the Education Commission of the States, for making the initial contact with the key person in each state.
- Lee Burchinal, Assistant Commissioner, and Harvey Marron, Director of the Division of Information Resources, at the National Center for Education Communication, for approving the development of the overview of this report, utilizing the resources of the ERIC Clearinghouse on Tests, Measurement, and Evaluation.
- The individuals whose names appear at the end of each state report, who contributed freely of their time in providing the basic data for this survey.
- The following Educational Testing Service staff members, for conducting the interviews in all 50 states and the District of Columbia: Abraham Carp, J. Robert Cleary, Junius A. Davis, Harry A. Delker, John E. Dobbin, Richard O. Fortna, J. Richard Harsh, Philip R. Harvey, John S. Helmick, Donald E. Hood, Roderick A. Ironside, Robert E. Lambert, David M. Nolan, Daniel P. Norton, Virgil J. O'Connor, Jean E. Reiss, George Temp, Ivor J. Thomas, Edward R. Tibby, and Wesley W. Walton.
- Susan Gallison and Patricia Wheeler for summarizing the interview data.
- Orville Palmer, Chester Tanaka, and Richard O'Neal, who were primarily responsible for editing, designing, and producing the final document.

Reginald Corder
Project Director

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AN OVERVIEW OF THE SURVEY FINDINGS

Henry S. Dyer and Elsa Rosenthal

I. INTRODUCTION

In the middle 1960s three events in the national scene had a considerable impact in changing ways of thinking about educational assessment at the state level. The first was the formation in 1964 of the Exploratory Committee on the Assessment of Progress in Education, which eventuated in the National Assessment program now underway.[1] The second event was the enactment of the Elementary and Secondary Education Act of 1965, which included a requirement that school systems assess by objective means the effects on student achievement produced by federally funded programs for the educationally deprived.[2] The third was the publication in 1966 of the Coleman report on *Equality of Educational Opportunity*,[3] which attempted to assess, again in terms of measured pupil achievement, the quality of service the schools were supplying to various segments of the population.

A common element is discernible in all three of these efforts: namely, an insistence that in assessing the performance of the schools major attention must be given to measuring the performance of the children who attend the schools. This approach points up a sharp contrast to the traditional methods of school assessment that had usually appraised the quality of educational programs and services primarily in terms of the quality of school plant and facilities, the paper credentials of professional personnel, the number of dollars expended per pupil, and the like.

Although the three national undertakings mentioned above generated a considerable amount of public controversy, the essential merit of the approach they took has become increasingly clear to educational policy makers at the state level. As a consequence, there has been a growing interest among state authorities in trying to use similar methods for determining what state and local services tend to be most effective in helping students learn.

The states have not been strangers to the concept of measurement in education. Many of them have for a long time sponsored testing programs for a variety of purposes. A survey conducted in 1967, for example, established that there were 74 state testing programs in 42 states, with 18 states offering two or more programs.[4] Most of those programs, however, were at that time intended principally for the guidance of students. Only 17 states were using tests to help evaluate instruction and only 13 to assess student progress. Most of the programs were not in any sense mandatory, nor did any of them provide information about the level and progress of education in the state as a whole. During the last four years there appears to have been a rising demand from state legislators, other state officials, and various public interest groups for this latter kind of information. Accompanied by various political overtones, the question is being asked more and more insistently: "How much and what kinds of measurable pupil learning and development is the state educational tax dollar buying?"

It is against this background that the present survey of state educational assessment programs was initiated in the fall of 1970. The survey has been a joint enterprise involving the Education Commission of the States, Educational Testing Service, and the ERIC Clearinghouse on Tests, Measurement, and Evaluation. The purpose of the survey was simply to find out as much as possible about what the states are planning and doing with regard to statewide educational assessment, what sorts of problems they are encountering in the process, and how they are coping with these problems. It is hoped that the information produced by this survey will help state education authorities achieve a better understanding of the possibilities open to them and the pitfalls to be avoided as they move into the assessment process.

The overall impression one gets from the survey is that state assessment plans and programs are currently in a highly fluid state, with new developments occurring daily. Accordingly, the facts and surmises presented in this report may well be out-of-date within a matter of months. It is for this reason that the entire survey should be viewed only as a snapshot of the situation existing early in the year of 1971. It is for this reason also that we hope this survey will be the first in a series by which, eventually, it will be possible to chart some trends.

In the next section of this overview we shall describe the procedures used in carrying out the survey. In the third section we shall discuss a number of major trends in the approach to state assessment that seem to be emerging. And in the last section we shall take a look at some of the more important problems that the states are encountering in their efforts.

II. THE SURVEY PROCEDURES

The goal of the survey was to obtain detailed information about educational assessment from all 50 states and the District of Columbia. The first step consisted of identifying in each state the two or three persons–usually officials in state education departments–who were most likely to be able to supply the needed information. The Education Commission of the States (ECS) assumed responsibility for assembling the list of state personnel to serve as contacts, for indicating to them the general purposes of the survey, and for enlisting their cooperation. Educational Testing Service (ETS) then assigned 21 persons from the professional staffs of its several field offices to conduct in-depth interviews with the state personnel identified by ECS.

The interviewing took place during the period from the middle of December to the first of March and on the average required about two days in each state. Each interviewer was furnished with an interview guide,[5] but each was also encouraged to go beyond the guide, as might be appropriate, in exploring the specific situation as he found it in the field. Accordingly, there is considerable variation in the nature of the interviewers' reports, and tidy statistics for comparing one state with another are lacking–not only because of the interviewers' differing perceptions of what they heard and saw, but also because of the many different ways in which the states are proceeding and the diverse rates at which they are developing their programs, if any.

There were, however, a number of points covered in practically all the interviews. All interviewers, for instance, inquired into the existence and nature of educational needs assessment programs and into what, if anything, was being done about setting educational goals for the state. They asked whether and to what extent lay citizens had been involved in formulating the goals and whether attempts had been made to translate broad goals into specific and measurable pupil performance objectives. Had advisory or policy commissions assisted in planning, and to what degree had assessment programs gone beyond the planning stage to the implementation of a pilot program or possibly one that was fully operational? Who had initiated the program–the state education department, the legislature, or some other agency inside or outside the state government? Was the control of the program centralized in a state agency, or was it dispersed to the local school districts, or to intermediate units?

Funding was another focus of inquiry. Had the legislature appropriated money especially for the purpose of educational assessment, or had the funds come from the federal government or from regular department budgets?

Technical support for assessment programs was also consistently investigated. Were the universities involved, regional educational laboratories, R and D Centers, private agencies?

Occasionally the states were asked two additional questions: 1) Were their programs being related to and assisted by the Federal-State Joint Task Force on Evaluation (the so-called "Belmont Project")?[6] And 2) Was the assessment program in any way involved with a statewide planning-programming-budgeting system?

Testing programs were examined in some detail. What types of measures, if any, were being used? What educational domains were being explored, and how? Were the measures norm-referenced or criterion-referenced? Were test score data being related to community and school factors? What students were touched by the program at what grade levels? Were all students in the selected grades involved or only a sample? Finally, who would share in the resulting test information? How would it be used? What was the climate in which the programs were conceived? How were the public and the profession responding to the effort? What were the political implications?

The reports submitted by the interviewers were in the form of discursive narratives. Each of these narratives was then summarized and sent back to the state agencies to be checked for accuracy. The summaries were then revised as needed. They are presented state-by-state in the main body of this report.

The writing of this overview chapter was sponsored by the ERIC Clearinghouse on Tests, Measurement, and Evaluation.

III. MAJOR TRENDS IN APPROACHES TO ASSESSMENT

Although the educational assessment activities of the states are extremely varied, some similarities are immediately evident. One activity, for instance, that is universal is the mounting of educational needs assessment programs. Every state has conducted such a program, or is currently doing so, or is planning to recycle a completed one. The pervasiveness of this type of activity is readily explained by the fact that needs assessment is tied to receipt of ESEA, Title III funds, as specified in Section 402 of the act as amended.[7] Another activity involves more than half the states–27 at the present writing–in a joint effort to build the so-called Belmont System.* Formulating statewide educational goals is still another task in which many of the states are engaged. In this connection there seems to be increasing recognition that a comprehensive set of agreed-upon goals constitutes the essential defining characteristic of any fully developed educational assessment program–that is, one which can be distinguished from the piecemeal ad hoc testing programs of earlier decades. The way the goal-setting process is being conducted by many states represents one of the distinctly new trends picked up by the survey. We now turn our attention to this development.

The Setting of Statewide Educational Goals

The setting of educational goals by the states has been handled in different ways. Some states, for example, have updated broad goal statements adopted in the past, and they have attempted to translate them into measurable pupil performance objectives for each stage of schooling. A case in point is Colorado, which had adopted a set of educational goals in 1962 but never investigated the extent to which the goals were being achieved. Recently, however, as part of the statewide evaluation project now getting underway there, the Colorado Department of Education brought together a representative group of teachers and subject-matter specialists to specify measurable pupil-performance objectives corresponding to the 1962 goals, and, in a series of workshops at the University of Colorado, to develop tests for assessing progress toward each of the objectives. These tests have subsequently been administered on a pilot basis to students in a sample of schools throughout the state. Other states, not so far along in the goal-setting process, have been faced with the necessity of beginning the exercise de novo.

In addressing this problem, their approaches have varied. Some states are relying solely on professional educators for the establishment of statewide goals. Others, however, are also involving citizens from all walks of life in the exercise. The survey results suggest that the latter approach is becoming increasingly frequent.

From all accounts, however, bringing citizens and educators together for the purpose of discussing the ends of education can give rise to a process that is often unexpectedly arduous and time-consuming. The state of California, for example, has been going through this exercise for several years and anticipates that a few more years will be needed before the task can be completed. Its experience is illuminating.

Some time ago the California School Boards Association gathered statements of educational philosophy and goals from virtually every school district in the state. An analysis of the material from some 400 districts resulted in 18 definitions of basic goals. Although these 18 goal statements were given no official sanction by the state education authorities, the activity in and of itself has reportedly influenced state legislation, which now calls for the development of a common state curriculum, modified by local options, and which specifies further that the common curriculum shall be based upon some common set of goals and objectives agreed to in advance.

Concurrently with the work of the California School Boards Association, another group of citizens and educators was also concerning itself with the formulation of educational goals for California. This was the Advisory Committee on Achievement and Evaluation set up by the Education Committee of the California Assembly. After well over a year of hearings, the Advisory Committee recommended to the legislature that a state commission on educational goals and evaluation be established, and during the 1969 regular session a Joint Committee on Educational Goals and Evaluation was given a mandate to tackle the problem.

The Joint Committee, whose members are drawn from the Senate, the Assembly, and the State Board of Education, has appointed still another group of educators and citizens to form an Advisory Committee for Guidelines on Goals. Meantime, working with a staff of consultants, the Joint Committee has decided to require each school district to develop its own goals and objectives based upon the forthcoming Guidelines. Ultimately these local goals are to be added to goals developed by the State Department of Education, by educational specialists, and by citizen advisors. Combined and edited, these goals and objectives will be submitted to the State Board of Education in 1973 together with an evaluation system designed to measure their attainment.

A different example of the apparently inevitable twists and turns that seem to accompany citizen participation in the goal-setting process is to be found in the "Our Schools" program in New Jersey. This program, which got underway in the spring of 1969, is being conducted under the aegis of a broadly representative group known as the Advisory Council on Educational Needs Assessment and is staffed by the Office of Planning in the State Department of Education.

The "Our Schools" program is attempting to answer four questions: 1) What do the citizens of New Jersey think their schools should be doing for the children and adults of the state? 2) How well are the schools of the state currently doing this job? That is, what are the gaps between goals and results? 3) What can be done in the next three to five years to close the gaps? 4) How can progress toward closing the gaps be measured?

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*The Council of Chief State School Officers and the U.S. Office of Education in 1968 jointly agreed to develop and implement a comprehensive educational evaluation system in an effort to consolidate state reporting of the several federal programs as required by law. The initial meetings took place at the Belmont House in Elkridge, Maryland, and the program has become known as the "Belmont Project." Planned for eventual use in all states, the program presently includes 27 pilot states. Representatives of these states, together with USOE personnel, comprise a Task Force responsible for general development and direction of the project. All states are tied into the project through Evaluation Coordinators appointed by their chiefs.

Extensive citizen participation is a basic principle of the program. Two statewide conferences to draw up tentative goals were held in the spring of 1970, each involving about 100 representative laymen, professionals, and students. These were followed during the fall and winter of 1970-71 by 18 regional conferences, involving varying numbers of laymen and professionals, to rework the goals and help collect opinions on priorities. The outcomes of these regional conferences will be supplemented by additional conferences at the local district level and by a statewide poll of citizen opinions concerning public education. In the fall of 1971, the data generated by all this activity will be fed to a final statewide conference of about 300 persons who will attempt a final ordering of educational priorities for presentation to the State Board of Education. The Board will then have the responsibility of determining what the educational goals for the state as a whole are to be.

This mingling of laymen and professionals in the several states has occasioned a search for ways to do justice to large numbers of people and points of view and, at the same time, achieve a workable consensus within practical time limits. The survey reveals that some state educational agencies now plan to train their staffs in the use of the Delphi technique,[8] a process that may prove particularly useful in the goals-setting process. The Delphi technique was originally conceived as a way to obtain the opinions of experts without necessarily bringing them together face to face. The experts are consulted individually, as a rule by a series of questionnaires. Although there have been a number of adaptations, the general idea has been to prepare successive rounds of questions that elicit progressively more carefully considered group opinions. Experimentation has revealed that the process is able to produce a satisfactory degree of convergence of opinion.[9] To our knowledge, however, it has not yet been used with the very large numbers of persons and viewpoints such as those encountered, for instance, in the "Our Schools" program in New Jersey. If the trend toward community deliberation on state policy matters continues, there will need to be further adaptations of the Delphi technique in large-scale settings.

Assessment and Management Information Systems

In an earlier time, accounting systems in education were usually called upon for a fairly simple attesting that the public funds for education had been honestly administered. Such systems are now being asked increasingly to display relationships between the expenditures for school programs of various kinds and the benefits accruing from those programs in terms of student performance. As a result there is a notable trend in many states to apply to the management of the educational enterprise the principles of cost-benefit analysis embodied in some form of planning-programming-budgeting system (PPBS) and to tie statewide educational assessment into such a system.[10]

Although progress toward the actual implementation of PPBS has been slow, this is not for want of enthusiasm among its proponents. The plain fact, however, is that many questions must still find answers before complete systems can be designed and confidently applied. For there is still much to be learned about how to isolate the costs of educational programs and about the analytical techniques for relating benefits to costs. Many state education departments are therefore planning to have their staffs trained in the skills requisite to developing and operating PPBS.

In New York State, for example, an adaptation of PPBS, Program Analysis and Review (PAR), is currently used by the State Education Department to help identify program problems, the main applications being the state's ESEA programs. In the future the Department plans to use information from its Basic Educational Data System (BEDS) in the PAR system to evaluate ESEA projects in terms of an input-process-output paradigm.

California has similarly been developing PPBS for several years. The system has already been pilot tested and subsequently revised and retested. Although PPBS is not yet mandated for the entire state school system, reports are that it is likely to be authorized by the legislature and be fully operational by 1973-74.

Hawaii's legislature has recently called upon the State Department of Education to undertake the same kind of effort, since it is eager for data on educational results and is expecting that the new system will furnish the desired information on how well education in the state is faring relative to the amount of money being spent on it. The Department plans to feed into the system data from its well-established state testing program.

The Federal-State Joint Task Force on Evaluation (Belmont System) may be having a not unrelated impact on the development of state educational management control systems. As noted before, 27 states are now participants in the project's many activities, which at present also include the development of a Management Assessment System for state education agencies and its testing in a few states. It is possible that the kind of thinking and training required for this and related Belmont activities may have a spillover effect on developing rationales and methodologies for statewide assessment systems.

The Belmont group is not only concerned with building instruments for collecting a broad range of information on the nature, cost, and effectiveness of many kinds of educational programs in school districts; it is also concerned, perhaps more importantly, with the development of methods for training state and local personnel in the use of these instruments. As a consequence, Belmont may be seen as a comprehensive effort to bring into being an information system that can possibly have just as much usefulness in the management of state and local educational programs as it may have for federally supported programs.

Assessment and Statewide Testing Programs

Although educational assessment, properly viewed, involves a good deal more than statewide testing programs, testing seems, nevertheless, to be looming larger and larger in the plans for assessment. In fact, many of the authorizations from legislatures are principally for the assessment of education by tests. That is, there is a mounting legislative pressure for documenting the products of the educational process by statewide testing programs. Some states have already set in motion widely ranging programs of tests (Pennsylvania and Michigan being notable examples), and others report themselves to be at the point of doing so (among them Colorado and Delaware). Some states are starting with rather narrow content coverage, but are planning for massive programs later on (Florida and Georgia, for example).

The content of most current state testing programs–whether mandated or unmandated by legislative bodies–is often less surprising than it is significant. The states engaged in some form of assessment-by-testing are mainly concerned with how well their educational systems are succeeding in imparting basic skills. Only a relatively few go beyond the three Rs to get information on how education is affecting student values and attitudes. Arizona, for example, received a mandate for the Arizona State Third Grade Reading Achievement Program, to begin this year. Although the specific objectives of the program are not yet available, strong effort will apparently be made to provide background data to lend depth and perspective in interpreting test scores.

As another example, recent legislation in Michigan calls for measures of the basic skills at grades 4 and 7. This program, which is now in its second year, covers verbal analogies, reading, English (mechanics of written English), and mathematics. In the first year, only average scores by school and school district were reported, since the tests were consciously designed to be too short to yield adequately reliable scores on individual students. This approach, however, was changed for the 1970-71 administrations. Tests are now of conventional length to provide the schools with information concerning the achievement of individuals. Although the major stress here has been on the academic areas, the Michigan program has also given some attention to assessing the influence of schooling on student aspirations.

California, which has a history of mandated testing programs going back to 1961, is another instance where testing of the basic skills has been strongly emphasized. In 1965, the Miller-Unruh Basic Reading Act created an obligatory testing program in reading for the primary grades. This concentration on the basics has been further reinforced by a recent legislative requirement for the adoption of minimum academic standards for certain grades and the selection of tests to be used statewide in evaluating the attainment of these standards.

Delaware is one of the states that is starting small. It is currently testing achievement and mental ability in all schools, but at the fifth grade only. It is looking ahead, however, to a program that will include all students in all grades, K through 12, in all schools, public and private. Program development in other states is following a similar pattern. Florida, for example, is presently concerned with measuring only achievement in reading, but under legislative prodding is also planning a most ambitious program that will sample students in kindergarten through grade 12 in all the basic subjects.

Assessment of Noncognitive Development

Although the principal intent of most state testing programs is to get a reading on the cognitive development of students, a few states make a point of stressing additionally the importance of personal-social development as an outcome of the educational process. Thus, the idea that education is to be construed simply as a process for inculcating the fundamental cognitive skills no longer totally dominates educational thought and practice.

In recognition of the importance to the student and society of noncognitive development, Pennsylvania includes in its targets for quality education a number of attitudes and noncognitive abilities that it wishes its public schools to nurture. Consequently, the state educational agency has produced instruments to gauge how extensively schools are affecting such significant aspects of human life as self-concept, understanding of others, responsible citizenship, health habits, creativity, the acquisition of salable skills, the understanding of human accomplishments, readiness for change, and students' attitudes toward their schools. Michigan, too, has included in its testing program the measurement of three types of student attitudes: namely, attitude toward learning, attitude toward academic achievement, and attitude toward self. Nebraska is now planning to create an assessment program which, in its first stage, will be concerned *only* with nonacademic objectives.

Measuring the Influences on Learning

A fifth trend, and a significant advance in mounting state testing programs, is the commitment on the part of a number of states to assessing the outcomes of education only after accounting for the effects of community and home environment, of teachers and school programs, and of school facilities and financial resources. To judge from the planning reported in the survey, this is a development in the assessment process that presumably will grow in importance, especially if the Belmont System continues to expand its services and refine its battery of instruments. For example, the most recent plans of the Belmont group are "to demonstrate now that the System can provide meaningful inputs to the State and/or local educational agencies to assist them in the performance of their basic program functions. This can be partially accomplished through development of a model for a State Data Analysis Plan.

Such a model would be designed to indicate the potential uses of Belmont System data in relation to existing state and local data resources and would tie these together as input to the continuing program evaluation required at both State and local levels to meet the information and decision-making needs of program managers at these levels. . ." (*loc.cit.*, p. 29)

The Belmont group expects to begin this year to study total state assessment needs. In fact, some of the group's instruments, now being developed, may be of direct service to any state wishing to assess the influence on its schools of input and process factors. Questionnaires have been constructed to elicit information on organization patterns in schools, the training of personnel, programs and services, condition of school facilities, size and location of school, nature and size of staff, and the like. Other instruments supply information that can provide the basis for evaluating program effectiveness, as, for example, data on classroom facilities, classroom organization, programs of instruction, teacher background, and pupil's grade, age, sex, absences, background characteristics, academic program participation, behavior, and performance.

Among current statewide programs, Michigan's, for example, relates all achievement measures to student and school characteristics. Each student anonymously supplies information from which socioeconomic status and aspiration scales are derived. Records maintained in the State Department of Education provide school and district information such as teacher/pupil ratio, financial resources per student, average teacher experience, and location by type of community. Similarly, the program in Pennsylvania attempts to measure input variables of three major types, which include 8 having to do with the student's background, 4 having to do with the community in which the school is located, and 27 that have to do with school staff characteristics. Community conditions are derived from a Student Information Form. Norms have been developed by the Pennsylvania Educational Quality Assessment, so that school districts can compare pupil achievements, taking into account socioeconomic and other differences in pupils, schools, and communities.

These comprehensive approaches to the assessment of the educational process, school by school, are still relatively rare. However, more and more states appear to be getting interested in the possibility of going in the same direction.

Influence of the National Assessment Model

The survey reveals that, as states tool up for assessment, they are considering whether to use some kind of sampling approach–that is, to obtain information from a relatively small but representative group of students located in representative regions and types of communities in the state–or to use an "every-pupil" approach. Settling the issue often appears to depend on how the purpose of statewide assessment is locally perceived.

If the state wishes principally to supply its decision-makers with satisfactory information about the level and progress of the state's educational system as a whole, the sampling approach is regarded as sufficient. In this connection, the survey reveals a rather pervasive influence of the National Assessment model on state assessment designs. This model is based on matrix sampling techniques and randomization in the packaging of test exercises. Under this strategy, only a few pupils in each school or school district try a few test items drawn from very large pools of items.[11] The model is reportedly attractive because it does not subject any pupil to many hours of testing, while at the same time it provides a large quantity of information on what various segments of the student population are learning during the school years. Colorado and Florida are two states whose plans are based on this kind of sampling approach.

If, on the other hand, the state wishes to couple management-oriented results with information that can be returned to each school for self-appraisal and for the guidance of students, then the every-pupil approach is clearly the appropriate alternative. Georgia's plans at present envision this approach.

These, of course, are not the only possibilities open to the states. There are plans and programs that adopt the "whole-test" approach while testing only a sample of the children in selected grades at any given time.

The evidence is not yet clear enough for a prediction of which sampling patterns will ultimately predominate. As programs move past discussion-and-drawing-board stages, future surveys should illuminate further and document the various conditions and considerations that influence choices.

The Control of Assessment Programs

The control of state educational assessment programs follows several patterns. In some states there is a strong tendency toward the centralization of control in the state department of education. In others the tendency is to vest much of the control in the local school districts. In still others, there is a kind of balanced tension between the two tendencies. Nevertheless, the results of the survey suggest that, insofar as testing is a component of assessment, there may be a slight trend toward more centralized control of the assessment process, even in those cases where participation in the program is optional with the local education authorities. In such cases the state authority assumes responsibility for specifying the purpose, content, and target populations of the programs but the local districts may be left free to accept or reject the state's services. At the same time, however, there is a noticeable if small increase in programs whose results are aggregated and analyzed for the entire state and reported by a central agency to legislatures or to state boards of education as well as back to the administrators of the local school districts. This naturally occurs where legislation so stipulates.

The survey also indicates that where some form of centralized operating control exists, the state department of education is not necessarily the agency that exercises it. Indeed, the control may be based in the education department of a state university or, as is the case currently in Texas, in regional centers that have been established by law but which work largely independently of the state department of education.

Thus, local programs of assessment and local options to participate in centralized programs continue unchanged as typical manifestations of the folkways of American education. Yet the survey gives some salience to procedures that begin to combine, in novel and even ingenious ways, the two approaches to control. That is, as the states feel constrained to renew or to rationalize their educational systems, some have adopted models to permit both maximum feasible local autonomy *and* the exercise of state leadership in improving local educational processes. An interesting instance is the Vermont Design for Education. The emphasis here is on the *state's* requiring an extraordinary degree of *local* involvement in educational planning. In effect, Vermont has required each locality to build its own locally created design for education and has also required full citizen involvement in setting goals and priorities. The Vermont Design was created by the state education agency.[12] Its purpose, however, was not to impose programs, but to stimulate vision, discussion, and creativity. This "conversation-piece" model also includes state-developed instruments that the districts are free to use if they wish–or to adapt or reject in favor of locally devised tests and other measures. The state agency also stands ready to offer assistance when the locality is in need of technical expertise. A representative of the Vermont State Department of Education, for example, sits in on community meetings as a source of immediate technical assistance and information. Hence, although there is direct influence, there are no constraints on the form and shape of local programs. The central agency's effect is to lead autonomous localities in the direction of self-determined innovation. The state commissioner will receive formal reports of the resultant programs, but they will not be publicized.

IV. SOME EMERGING PROBLEMS

Embedded in all this state assessment activity we detect a variety of problems emerging which, in our view, will need more attention than they have generally been getting if much of the planning now underway is not to be frustrated. These problems have to do largely with the strategies and tactics by which viable programs of assessment are to be brought into being and maintained. The problems fall into four categories: 1) lack of communication and coordination, 2) the relation of assessment data to financial incentives, 3) the handling of sensitive data, and 4) confusion and conflict about goals.

The Problem of Coordination and Communication

In some states a number of different groups appear to be going their separate ways in moving toward the design of some sort of educational assessment program. These disparate groups may include legislative committees, citizen committees (self-appointed or governor-appointed), state boards of education, state departments of education, and even different segments of the bureaucracy within a state department. The absence of any serious effort to coordinate the efforts of these several groups or to open up lines of communication among them can generate conflict and confusion which threaten to neutralize the entire enterprise.

There is, for example, the recent case of a legislature that adopted two conflicting statutes whereby some of the well-laid plans for one statewide testing program were effectively nullified by the legal specifications for a second program.

In another state three programs appear to be moving independently along nonconvergent parallel lines toward the same ultimate objective. One program under the control of one branch of the department of education is trying to develop a statewide consensus on educational goals; another under the control of a committee of the legislature is trying to develop a state-aid system that will include a requirement that each local school district devise its own appropriate goals; and a third under the control of another branch of the department of education is looking toward a statewide evaluation program based upon a set of goals not yet determined.

In yet another state at least four different programs, each under separate auspices and each separately staffed, are in various stages of development. One of these is being developed by a governor-appointed commission which is looking into school financing and assessment programs that might be devised to rationalize the process. A second, located in one of the divisions of the state department of education, has been providing, on an optional basis for a number of years, a battery of tests and other measures whereby a school system may, if it wishes, assess the effectiveness of its instructional programs. A third, operated by another division of the same department, administers a statewide testing program on a required basis to all elementary schools in the state and provides its own advisory services to help school personnel use the results to evaluate educational progress by comparison with state norms.

Finally, still another branch of the department, using different data, has been working for several years on checking out the feasibility of an input-output model for measuring school effectiveness.

Diversity in the efforts to build an educational assessment system for a state is probably inevitable as a consequence of professional and political rivalries among the several groups concerned. It can be argued that such diversity in some amount is desirable in that it may help to ensure that a system best adapted to the state's needs will eventually emerge.

On the other hand, when fragmentation of the planning activities becomes so extreme that there is little if any communication among the planners, the whole effort can be counterproductive in at least two ways. It can create so much confusion in the local school districts that they will tend to sabotage any and all assessment programs that may be forthcoming. And it can result in so much duplication of effort as to be wasteful of time, money, and the technical expertise that is still extremely scarce.

Accordingly, if state educational assessment is to fulfill its very real promise as an instrument for helping educational systems upgrade the quality of their services, it would appear that means must be found for exchanging ideas about what a sound assessment program in a given state might be and for encouraging cooperation among those involved in the development of programs.

The Relation of Assessment Data to Financial Incentives

Another problem beginning to crop up where statewide assessment programs are actually underway has to do with the manner in which the results will be used in allocating state funds to local school districts. One can put the problem in the form of four questions:

1) Does one use the funds to reward the districts that show up high on the indicators?
2) Does one withhold the funds to punish the districts that show up low on the indicators?
3) Does one use the funds to help upgrade the districts that show up low on the indicators and thereby withhold funds from those that show up high?
4) Or can one find a way to allocate the funds so that all districts will have an incentive for constantly improving the quality of their schools?

These are agonizing questions that have apparently not been adequately thought through. For example, one state is now using reading test scores in a formula for determining the specific sums of money that will be allocated to school districts to provide reading specialist teachers. Depending on the progress of the students, the school can suddenly find itself without funds for specialized assistance because it has previously been successful in improving reading levels.

In another state—where there is similar legislation—funds are being awarded to schools that rank lowest on common measures. Some school principals who are serious about their responsibilities are beginning to talk of deliberately over-speeding test administrations so that school performance as measured by the tests will *not* come up to the mark. Their reasoning apparently is that if failure is to be rewarded, then it is folly to be successful.

Sound answers must be found to these questions. If they are not, the whole assessment enterprise runs the risk of provoking the outrage of both the public and the professional educators.

The Handling of Sensitive Data

One particularly troubling problem beginning to surface has to do with the confidentiality of information supplied by pupils, teachers, and others who may be involved in some aspect of the assessment process. The question arises in the first instance in connection with the release of achievement test scores of individual pupils and the averages of such scores, class by class, or school by school, or even, in some cases, district by district. The fear is that data of this sort will be misinterpreted by the public and be used to make unwarranted and invidious comparisons.

The problem is further exacerbated when pupils and/or their teachers are asked to supply information about their ethnicity, their economic and social backgrounds, their behavior tendencies, and their social attitudes. Hard questions are raised not only concerning the propriety of using such information once it is in hand, but also concerning the possible deleterious effects on children of merely asking for such information in the first place. It is argued, with some cogency, for instance, that to ask a child from a broken home "Who acts as your father?" can be psychologically damaging to the child; it can also be regarded as invading privacy.

Furthermore, there is always the doubt whether the responses to such questions can be taken at face value as a true representation of the child's home conditions. Similarly, in respect to questions about attitudes, the doubt is always present whether the respondent may be "faking good" or "faking bad" and not representing his true feelings about himself and others.

As a consequence, any comprehensive assessment program that attempts to secure data on the many interacting variables bearing upon the multiple outcomes of the educational process is confronted with a serious dilemma. Unless the kinds of sensitive data suggested above become available, any assessment of what schools are doing to and for students will be less than complete and very likely misleading. On the other hand, the ethical and practical difficulties in collecting such data are very real difficulties that are not easily overcome.

Recently, for example, some schools involved in a state testing program refused to return the students' answer sheets on the ground that the responses they contained might be used to penalize the individual student because of his background or possibly to impugn the reputation of his ethnic group. And this reaction occurred despite the fact that the information was gathered in a manner that guaranteed the anonymity of the suppliers thereof and despite the announced intent to use the information only for the purpose of assessing the overall impact of educational programs on each of several target populations of students. In short, even though the state authority may be doing its best to protect the integrity of the data required for giving the public a reasonably accurate picture of the educational benefits its tax dollars are buying, the public in turn is often so dubious of the credibility of the state authority in these matters that efforts to develop sound assessment procedures are in danger of reaching an impasse.

Some attempts have been made to circumvent the sensitivity-of-data problem by relying on various types of "social indicators." This is done by using existing data collections—for example, federal, state, and local statistical reports on community economic status, health, juvenile delinquency rates, the use of public libraries, concert halls, museums, and the like. Each such indicator is presumed to be capable of giving some indirect information relative to the overall impact of schooling on children. However, the difficulty with these kinds of indicators of school effects is well-known and far from being dispelled.[13] The difficulty inheres in their very indirectness, in the fact that the level of such indices is determined by many social and community factors beyond the reach of the schools.[14] Hence, they are highly vulnerable to misinterpretation.

Confusions and Conflicts about Goals

In the various efforts to formulate meaningful goals upon which to build assessment programs, there appears to be a considerable amount of confusion between the ends and means of education, between process and product, between inputs and outputs, and between pupil performance objectives, staff objectives, and system objectives. This sort of confusion pervades not only public discussions of educational goals; it appears to be just as rife in the deliberations of the professional educators themselves.

The following list of abbreviated goal statements is not unrepresentative of the kind of mix such discussions frequently produce:

... To help students become effective participants in society
... To increase the ratio of guidance counselors to pupils
... To ensure that students acquire sound health habits
... To ensure that all students are capable of reading "at grade level"
... To reward teaching and administrative personnel in accordance with the degree to which they produce learning in students
... To reduce class size by increasing the ratio of teachers to pupils
... To provide more effective in-service training for school personnel
... To ensure that every student shall have acquired a marketable skill by the time he or she graduates from high school
... To stimulate community involvement in the work of the schools
... To reduce the student dropout rate
... To modernize and enlarge school facilities
... To give students a sense of their worth as human beings
... To keep school budgets as low as possible consistent with sound education
... To sensitize teachers to the individual learning needs of the children they teach
... To bring the results of research to bear on the actual operations of the schools
... To promote better understanding among ethnic, racial, and economic groups

The difficulty with such an indiscriminate collection lies in the fact that the individual goal statements, however worthy in themselves, are so diverse in type that there is no way to compare them with one another and thereby arrive at priorities among them. Some attempts have been made to get around this difficulty by sorting the goals into homogeneous categories of objectives, such as societal objectives, pupil performance objectives, process objectives, staff requirement objectives, financial objectives, and the like. Even so, however, the vexing problem of how to work out the probable *interrelationships* among the several categories has seldom been addressed in any explicit way. Nor, despite the efforts of system analysts to develop the necessary conceptual schemes and procedures for rationalizing the relationships, does there appear to be much inclination among educational policy makers and practitioners to come to grips with the problem.

One reason for this state of affairs seems to lie in the very real complexity of the goal-making process. It is no mean task to sort out, even in rough fashion, the several types of goals, to make them operational in terms of defining measures, and to visualize the possible relationships among all the interacting variables. As a consequence, goal making tends to become an exercise in rhetoric, seen by many as simply a way of postponing if not avoiding hard decisions about such matters as the level of financial support for the schools, the method of allocating funds, the bases for hiring and firing teachers, the scope of services the schools are to provide, and the like.

A second reason for the confusion about goals seems to lie in the conflicting interests among and within the many different groups having a direct economic and/or political stake in the educational enterprise—parents, taxpayers, teachers, school executives, school board members, legislators, bureaucrats, commercial suppliers of plant and equipment, and, not least, the students themselves. The questions that inevitably trouble the members of these groups are: "What is there in it for me? Are the goals on which an educational assessment program is to be based consistent with my own goals? And to what extent will the program be a threat to my attainment of them?"

These are questions that must be squarely faced and coped with by educational leaders and planners if statewide assessment is to fulfill its promise. Somehow the numerous constituencies in the vast social undertaking we call education must be helped to understand that they have a *common* stake in the process, that educational assessment, when properly conceived and conducted, has the overriding purpose of increasing knowledge about what is effective in education, deepening understanding of all aspects of the educational process, opening education to all the publics concerned, and extending the ability of the schools to meet the diverse developmental needs of all students of all ages and conditions.

It is our hope that future surveys of statewide educational assessment programs will extend information on how all these problems are being dealt with so as to assist the planners-to-come in evaluating available strategies for making assessment an effective means of improving the benefits of education through informed decision making in all all parts of the system.

FOOTNOTES

1. Tyler, R.W. "Assessing the Progress of Education." *Phi Delta Kappan*, 1965, *27*: 13-16. For a recent description of the National Assessment program in operation, see Womer, F.B. *What is National Assessment*? Ann Arbor, Mich.: National Assessment of Educational Progress, 1970.

2. Public Law 89-10, 89th Congress, H.R. 2362, April 11, 1965, Sec. 205.(a)(5).

3. Coleman, J.S. and others. *Equality of Educational Opportunity*. Washington, D.C.: U.S. Government Printing Office, 1966.

4. Educational Testing Service. *State Testing Programs: A Survey of Functions, Tests, Materials and Services*. Princeton, N.J.: Educational Testing Service, 1968.

5. Educational Testing Service. *Interview Guide: Survey of Statewide Educational Assessment Programs, 1971*. This is reproduced in full in the Appendix. From the experience gained in the 1971 survey, we expect that it will undergo revisions as a basis for future surveys.

6. U.S. Office of Education. *Federal/State Task Force on Educational Evaluation: An Overview*. Washington, D.C.: The Task Force, 1971.

7. Public Law 90-247, 90th Congress, H.R. 7819, January 2, 1968, Section 402.

8. Weaver, W.T. "The Delphi Forecasting Method." *Phi Delta Kappan*, 1971, *52*, 267-271.

9. Uhl, N.P. *Encouraging Convergence of Opinion, Through the Use of the Delphi Technique, in the Process of Identifying an Institution's Goals*. Princeton, N.J.: Educational Testing Service, 1971.

10. Curtis, W. H. *Project to Develop a Program Planning-Budgeting-Evaluation System Design*: First Year Final Progress Report. Chicago: Research Corporation of the Association of School Business Officials, 1968.

11. Lord, F.M. "Estimating Norms by Item-Sampling." *Educational and Psychological Measurement, 1962, 22*, 259-267. This paper contains one of the earliest investigations of the possibilities in item-sampling for estimating the parameters of test-score distributions. This technique set the stage for what is now known as matrix sampling. See also: Lord, F.M. and Novick, M. Chapter 11, *Statistical Theories of Mental Test Scores*. Reading, Mass.: Addison-Wesley, 1968.

12. The Vermont Department of Education. *Vermont Design for Education*. Montpelier: Vermont Department of Education, 1969.

13. Bauer, R.A. (Ed.) *Social Indicators*. Cambridge, Mass.: MIT Press, 1966.

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STATE DESCRIPTIONS

ALABAMA

The program for state assessment in Alabama is a series of actions and decisions, beginning with a needs assessment completed in 1969, currently moving toward development of a model by which local districts may assess their own needs and their own progress toward meeting those known needs. The objectives of this program are to identify the state's most pressing educational needs suitable for resolution through the Title III program and to develop innovative projects to meet these needs. The State Department of Education and the University of Alabama are developing cooperatively a model by which a single school district can make its own needs assessment. The program started as a joint Title I and Title III activity responding to the needs of the state and the requirements of federal aid programs.

The planning of the program is handled by the Coordinator, Public Law 89-10, State Department of Education, and the Coordinator, Planning and Evaluation, State Department of Education, with the aid of other Department of Education staff, information from some districts, and the assistance of the University of Alabama. Responsibility for administration of the program lies within the Division of Administration and Finance of the Department of Education. The Coordinator for Titles I, III, and V is responsible for coordinating the details of this program. Staff last year totaled 35 in the Department of Education, with the equivalent of 16 full-time professional people. Additionally, 25 were involved at the university, with 7 full-time equivalent professionals.

So far the program is financed out of Department of Education funds, appropriated uncategorized by the Legislature.

The model aims to meet all the needs of a school system at all grade levels, K-12. The program will concentrate on public schools. Because individual school districts in Alabama have much autonomy, the Department of Education cannot force assessment upon them. However, use of the model will be required of all districts hoping to qualify for Title I and Title III funds. Twelve school systems out of 125 became involved voluntarily and are still involved in these developments. Information and materials will be made available to parochial and private schools on request.

Characteristics of students, teachers, administrators, communities, schools, and former students are the targets of the study model. Academic characteristics of present students are described mostly by their performance on the California Tests of Mental Maturity and the Comprehensive Tests of Basic Skills (California Test Bureau). Opinions and other characteristics of both students and adults are sought through administration of a variety of questionnaires.

Scoring of the tests is done under contract by California Test Bureau; reduction of questionnaire responses in this model-building period is done by the Department of Education. It is intended eventually that all school systems that apply the model in their own districts should be able either to process all of their own data or to contract out only such parts as may require scoring or calculating equipment. The Department of Education and the University of Alabama are currently doing most of the interpretation of data with the 12 systems involved in development of the model, but it is intended that individual school systems using the final model should do this themselves.

During the development period, the Department of Education feeds data back to the cooperating school systems and uses it to generalize about state needs and progress. Assessment data is also utilized in program development at the State Department of Education level and the local education agency level.

Results are published and disseminated by the State Department of Education to local boards of education and within the State Department of Education. Results of statewide needs assessment are public information.

The prospects for ultimate usefulness and extended life of this project appear to be very good.

Programs of the Division of Vocational Education

The Division of Vocational Education currently has two large assessment programs: 1) a study of the products of vocational education in Alabama with the Ohio Center for Study of Vocational Education; and 2) the development of a procedure for evaluation of process in vocational education, with the Research Coordinating Unit at Auburn University. Program goals for both assessment programs have been prepared in quantifiable terms. The primary criterion is the ratio of the number of students placed in jobs to the number trained, with qualifications. There are separate and smaller assessment efforts under way for programs for the disadvantaged, special needs programs, programs for the handicapped, and adult programs.

The professional staff of the Division of Vocational Education, Alabama State Department of Education, initiated the idea, and about 17 months elapsed from initiation to implementation. This same group determines how the program is conducted and what changes will be made.

The State Supervisor of Vocational Counseling of the State Department of Education coordinates the program upon delegation from the Director of the Division of Vocational Education. There is the equivalent of one-and-a-half staff members (three devoting half of their time) in the State Department of Education working on this project. The two professional staff members have doctorates; the third person is a clerical staff member.

About half the funding is from state funds and the other half from federal funds. The actual cost has not yet been determined.

The target populations extend from age 14 through adulthood, with counseling and guidance services extended to younger ages. There is a total evaluation of all students in all programs; a 10 percent follow-up of those who graduate or leave the program will also be done. The program is limited to public education, and participation of schools is required by the Division of Vocational Education of the State Department of Education. Actual participants are selected on a sampling basis.

The target areas include all areas of vocational instruction, attitudes, and salable skills. The General Aptitude Test Battery-GATB (U.S. Employment Service) and interest inventories are used. These measures were selected by the professional staff in the Division of Vocational Education.

The data are interpreted by the research staff of the State Department of Education and Auburn University. The results are used for program development, modification and redirection.

The reports are disseminated to appropriate school authorities by the Division of Vocational Education of the Alabama State Department of Education. A report is prepared for each school system.

The program will continue and will be modified as needs are identified by the data.

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REFERENCE

Alabama State Department of Education. *A brief summary of a study of educational needs in Alabama schools.* Montgomery: April 1969.

ALASKA

Alaska has no formal educational assessment program at this time. Two components of a program for state planning and research, Alaska Educational Management Support System (AEMSS) and Community Oriented Change Process Model (COCPM), are active within the Office of Planning and Research of the Department of Education. The goal of AEMSS is to provide a system of collecting, storing, maintaining, and manipulating data useful in a variety of management functions. The objective of COCPM is to establish a Community Action Team (CAT) which then identifies local educational problems, solutions, and evaluation desired.

AEMSS and COCPM were initiated primarily by the Commissioner and the Office of Planning and Research. The planning of AEMSS is being done by one Assistant Coordinator in the Office of Planning and Research; the COCPM effort is headed by another Assistant Coordinator in the same office. The Office of Planning and Research will coordinate development of both AEMSS and COCPM.

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ARIZONA

Arizona State Third Grade Reading Achievement Testing Program

The Arizona Legislature initiated the statewide Reading Achievement Testing Program by passing legislation in the spring of 1969. This statewide reading achievement test was to be given the last week of January 1971, and was given in January 1971 as specified. The general intent of this legislation was to discover if public third grade students in Arizona were reading as well as third grade students nationally.

A statewide blue ribbon committee was selected by the State Superintendent of Public Instruction to examine various reading achievement tests. Six firms submitted materials for examination and evaluation. This committee made a recommendation to the Superintendent. The Superintendent forwarded the recommendation to the State Board of Education, and the State Board of Education officially adopted the testing program to be used. The test used was the Metropolitan Reading Achievement Test, Primary II, contracted through Harcourt Brace Jovanovich, Inc.

In addition to attaining achievement scores by student, classroom, school, school district, county, and state, other data collected included 21 variables. These are student variables: ethnic information (6 levels), language spoken at home (8 levels), continuous attendance in this district (7 levels), general ability to do school work (teacher judgment) (3 levels), and socioeconomic status (3 levels); instructional variables: basic reading program now in use (7 levels), basic phonics program now in use (7 levels), formal preschool experiences (10 levels), and primary instructional mode (4 levels); teacher characteristics variables: years of teaching experience (10 levels), years of teaching in this district (10 levels), and formal education (10 levels); and building variables: age of building (7 levels), design of building (5 levels), size of school population (4 levels), average size of class population (9 levels), climate classroom factors (6 levels), library facilities (8 levels), reading instruction - daily time allotments (7 levels), school nutrition program (6 levels), and health services (7 levels). If some of the information concerning the variables collected on this testing are proven to be not related to mean achievement differences, they will be removed from future testing programs.

The Measurement Research Center (MRC) in Iowa City, Iowa, will score the test booklets and record on a master tape individual pupil raw and derived scores and the related data indicated above. A tape of data will be furnished to the Arizona Department of Education for other processing. Interpretation of the data presumably will be done by the ADE through an analysis of the data on the tape furnished by MRC.

The ADE will report the results as legislated. The Arizona Revised Statutes (A.R.S. 15-1134) state: "An annual report shall be submitted to the state board of education, to the legislature, each district board of education in the state and all superintendents. The state board of education shall annually make recommendations to the legislature with respect to such test results and analysis which will enhance the quality of the reading program in the public schools. Added Laws 1969, Ch. 59."

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ARKANSAS

Arkansas Needs Assessment Program

The major objective of the Arkansas Needs Assessment Program is the identification of educational needs of students in the cognitive, affective, and psychomotor domains. There now exist criteria for assessing needs in the psychomotor domain, established by the Arkansas State Department of Education in 1967. A statement by the department of "rationale" for the assessment of needs in the affective domain also has been developed. This school year is the first for Arkansas' needs assessment program.

ARKANSAS

The Arkansas State Department of Education initiated the program for participation in interstate planning through Section 505 of Title V, ESEA. Oklahoma, Texas, Louisiana, and Arkansas are involved in this program. Approximately one year elapsed from the initiation of the idea to implementation of the project.

General plans for the program were outlined by a State Education Commissioner's committee with the assistance of the Title III Advisory Council, the EPIC Diversified Systems Corporation of Tucson, Arizona, and regional representatives of participating schools. Five two-day workshops for teachers, counselors, principals, and superintendents of the participating schools were also held at program expense to introduce these general plans and aid in their development.

The Director of the Office of Planning and Evaluation and the Director of the Title III office are codirectors of the program. They are responsible for general coordination, collection, and use of the data, and also determine what changes will be made. Each of the codirectors has an assistant, the Coordinator in Planning and Evaluation and the Supervisor of Title III. Total time spent on the project by the four is equivalent to three-fourths of one full-time position, the greater amount of which is assigned to the Title III personnel. Three have master's degrees in education with an additional year of graduate study in school administration and have teaching and school administration experience (two have more than 20 years experience). The Title III Supervisor has a master's degree in mathematics and statistics and has teaching experience.

The total cost of the program is covered by funds provided through Title III, ESEA. Total program costs were estimated at $40,000 for this year.

The needs assessment study is limited to approximately a 7 percent representative sample of sixth grade students. Within the sample Title I students will be identified and compared with other students. Title I status, however, was not considered in the sampling. Proportionate numbers of schools from the nine geographical areas of the state were selected on the basis of school system size (student enrollment in grades 1-12), socioeconomic status, and ethnic and racial composition. School participation was voluntary, but only two invited schools did not participate. No private or parochial schools are included in this study.

In the cognitive domain the target areas are reading, particularly comprehension and vocabulary, and mathematics, especially modern mathematics. In the affective domain six attitudinal areas are being investigated: attitudes toward self, peers, school, teachers, reading, and mathematics. In the psychomotor domain, physical skills are being assessed. Measuring instruments used in the three domains include achievement tests published by Science Research Associates, Inc., a student attitude inventory, and a physical fitness test consisting of eight tasks: pull-ups (boys only), flexed-arm hang (girls only), shuttle run, sit-ups, broad jump, fifty-yard dash, ball throw, and six-hundred-yard dash. The instruments were selected by a committee consisting of representatives of the participating schools, special consultants in reading and mathematics, and staff of the Guidance, Counseling and Testing Division of the State Department of Education. Several testing companies submitted proposals for the attitude inventory. The student attitude inventory selected was developed by EPIC Diversified Systems Corporation (Tucson, Arizona). The physical fitness test was established in 1967 by the Arkansas State Department of Education and is described in *Physical Education: A Guide for Elementary Schools in Arkansas.*

Additional information being collected for analysis and interpretation includes school size, school name, geographical region, and sex, age, and racial and ethnic background of students.

The State Department of Education, with assistance from EPIC, collects the data. EPIC is responsible for processing, analysis, organization, and interpretation of the data and will provide a summary report to the State Department of Education.

The results are expected to be used for planning remediation programs in areas of identified weaknesses. For instance, the psychomotor data will be compared with the 1962 physical-fitness norms; discrepancies between the two will define the psychomotor needs. The results will also assist the State Department of Education in allocation of funds, provide the state executive and legislative bodies with data required for allocation of funds, and suggest projects to remediate needs that may be submitted for funding under Title III.

Copies of the summary report will go to participating schools, the Commissioner of Education, the associate commissioners, the State Board of Education, and possibly others. No firm decisions have been made regarding release of the information to the general public except that no preliminary reports will be made available prior to release of the final report. Presumably a brief summary of the study will be made available to the news media.

School attitudes about this needs assessment program range from enthusiasm to passive acceptance. Some schools have required assurance that no school would be embarrassed as a result of the findings of the study. No publicity has been given to the program; therefore, no reaction has been obtained from the Legislature, parents, or other groups.

The project is on schedule; there have been no major problems in achieving program objectives, and it is highly probable that it will continue. The program will probably be expanded to include assessment of more areas, more grade levels, and characteristics of Title I pupils. Immediate future expansion will be restricted to student assessment, including the use of additional student measures.

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REFERENCES

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CALIFORNIA

California General Statewide Testing Program

Basic to the California program, recommended by a Citizen's Commission on Education, were the following beliefs: 1) Schools can be evaluated in the light of their total educational program. 2) Tests can set a minimal level of instruction beyond which the teacher should be encouraged to develop the most comprehensive, meaningful, and challenging program of instruction. 3) Tests would stimulate high academic achievement. 4) Tests would provide a prognostic index for measuring the standards in the various schools throughout the state. 5) Tests would be a means to an end rather than the ends in themselves, and a test would follow the curriculum rather than determine it.

The program was required by legislation of the California State Legislature through the California School Assessment Act of 1968. It was originally recommended for legislation by the Citizens Advisory Commission appointed by the State Legislature and the State Board of Education. Testing began one year following the legislation.

The State Department of Education, with the approval of the State Board of Education, determines how the program is conducted. The California State Legislature makes changes in the basic law. The State Board of Education and the State Department of Education adopt rules and procedures for implementation of the legislation.

The State Department of Education staff coordinates the program. This staff prepares directions and regulations for dissemination to the local education agencies, provides professional advice and assistance to the local districts, receives and summarizes data submitted by the local education agencies, and prepares reports for departmental submission to the State Board of Education, the Legislature, and the local education agencies. The districts are required to purchase the tests and pay the costs for administering, scoring, and reporting the results to the State Department of Education. The present staff has two full-time professional members with clerical and support services. A previous staff had administrative experience in school district and county offices and held academic degrees in school administration and pupil personnel services. A new organization and new personnel will be assigned the responsibility of this program by July 1971.

The program is financed wholly by district (local) funds.

All students in grades 6 and 12 are included except those enrolled in classes for the mentally retarded, the physically handicapped, and certain bilingual classes in which 50 percent or more of the students do not speak English. All public schools must participate; private and parochial schools may be included on a voluntary basis.

The target areas in grades 6 and 12 include basic skills (reading, spelling, basic mathematics, and grammar); physical performance; and intelligence. Testing in four content areas (literature, history, advanced mathematics, and science) will be done from time to time as determined by the State Board of Education. In grade 6, the Comprehensive Tests of Basic Skills–CTBS (California Test Bureau) are being used. In grade 12, the reading test of Iowa Tests of Educational Development–ITED (Science Research Associates, Inc.) is being used. The Lorge-Thorndike Intelligence Tests Verbal (Houghton Mifflin Company) is being used in both grades 6 and 12. The State Board of Education selects the tests each year after recommendation of an especially appointed advisory committee. Other data collected include socioeconomic information and school and district characteristics.

Each district is required to score, summarize, and report its testing results on forms specified by the State Department of Education. The State Department of Education in turn is required to summarize and report the scores back to the school districts and the public. The local districts and the State Department of Education interpret the results.

The results are used to provide information to the Legislature and the public on the relative attainment of various subpopulations in the school districts and schools. Test results are released by the State Department of Education on a district-by-district basis to the State Board of Education and the districts. Results are made available to the public through the press.

The Legislature feels that there is not enough precise information on specific programs that will allow cost-effectiveness computations. A commission on PPBS was proposed, in part, to develop a means to determine the costs of each program and the results achieved.

There is debate concerning the relevance of what is measured by the tests and the objectives of the local program. Parents generally accept the program as a means of ranking the performance of various schools and their instructional program. Such acceptance is probably based upon very limited knowledge of the nature of what or how the measurement is accomplished, however.

This program is not likely to continue in its present form. However, statuatory requirements are such that it can be changed only by legislative action. It is almost certain that some form of statewide assessment and evaluation will continue. The establishment of separate commissions on PPBS, Goals and Objectives, and Educational Information and Management Systems, and the general climate of cost-effectiveness and accountability all merge to produce overwhelming demands for assessment of the outcomes of the state-financed public education programs.

The new leadership of the State Department of Education plans to create an Office of Program Evaluation that will report directly to the State Superintendent of Public Instruction and his cabinet. A new plan for assessing and evaluating programs will probably propose several sampling procedures to replace the current practice of requiring that every student in the designated grades be tested each year.

Miller-Unruh Basic Reading Act Testing Program

The major goal of this program is to improve reading instruction in the primary grades. The program was initiated by the State Legislature and was implemented one year following the passage of the legislation.

The Department of State Testing in the State Department of Education determines how the program is conducted. Any changes in the basic law must be made by the State Legislature. Procedural changes within the bounds of the current legislation may be made by the State Department of Education.

The state supplies the tests and accessories, using both federal funds provided under the ESEA and state funds. Local funds are needed to cover scoring and reporting of test results to the state.

All students in grades 1, 2, and 3 are included, and public schools are required to participate in the program.

From 1965 through 1969 the Stanford Reading Tests, Primary levels I and II (Harcourt Brace Jovanovich, Inc.), were used. Currently, the Stanford tests are being replaced by the Cooperative Primary Reading Tests–CPRT (Educational Testing Service). By 1972 all schools will have changed to the CPRT in the first three grades. Tests are chosen and reviewed by a special committee appointed by the State Board of Education every three years. Other information collected includes average class size, pupil-teacher ratio, teacher salaries, minority enrollment, average scholastic ability, and similar data.

The local districts are required to score the tests and report the results to the State Department of Education in raw score distributions as specified by the state. The local districts and the State Department of Education interpret the data.

The test results are used to identify the amounts of money that will be allocated to school districts to provide reading specialist teachers. In subsequent years, the amount of progress of students from grades 1 to 2 and from grades 2 to 3 will be used in determining further allocation of resources to each district for such special reading assistance. The number of students scoring in the first quartile in the test norms identifies the number of units of special fund apportionments that will be provided to each district to employ reading teachers and reading specialists who are commonly designated as "Miller-Unruh teachers."

A formal report of the test results is made by the State Superintendent of Public Instruction. Reports are sent to the State Board of Education, the State Legislature, and to each school district. These reports are also made available to the public through the news media.

The Legislature feels that such statewide comprehensive evaluation programs are needed. The legislative analyst and his task force have recommended that the Department of Education Staff make greater use of the results for establishing educational policy and for the allocation of funds. While the schools appreciate the additional funds and staff provided by the program, they have some reservations about the tests used and the manner in which test results are reported: The tests appear to be too broad in scope to reflect some of the observable improvements in performance over a short span of time; and the reporting of test results places major emphasis on the number of students doing poorly on the tests.

This program is expected to continue. New assessment procedures may be developed that combine criterion-referenced measures with norm-referenced assessments for samples of the total population.

Special Note

This report on California is an accurate description of the situation as it existed until May 14, 1971. On or about July 1 the Department will undergo a reorganization process. Integral to this reorganization was the establishment of the Office of Program Evaluation on May 28, 1971.

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California Legislature, Joint Committee on Educational Goals and Evaluation. *Report. The way to relevance and accountability in education.* Published by the Senate and Assembly of the state of California, April 1970.

COLORADO

Colorado Evaluation Project (CEP)

CEP is a pilot venture and not yet established in law. The goals of CEP are to develop a procedure for evaluating public education in Colorado and to relate the findings to procedures for improving it. CEP has an historical background in a number of activities within the Colorado Department of Education and the State Board of Education, beginning with a "Goals for Education in Colorado" statement published in 1962. The general objective is understood by members of the Legislature to be the development of a system for an accountability program in state and local education. The Accountability Act of 1971 was passed during the recent session of the Colorado Legislature.

The Colorado Department of Education (CDE) initiated CEP. The pilot run was conducted from October 1969 to May 1970. There is no permanently established advisory group. However, some effort was made to involve a cross-sectional advisory group of legislators, citizens, and professional educators in planning the pilot venture. The Commissioner of Education and the Administrative Council give final approval to program schedules.

The Director of the Assessment and Evaluation Unit and a consultant are responsible for administering the state assessment program. The Director acts as liaison with the Commissioner of Education, the state government, and the U. S. Office of Education (USOE). The consultant is responsible for: contacts with the districts, the USOE, and outside consultants; much writing, including progress reports and interpretations to the public, to the Legislature, and to the educational community; and liaison with other CDE units that will utilize findings of CEP. Seven professionals (Department Director, consultant, and five persons with other duties not related to CEP) work on this program. The consultant devotes full time to CEP. The others devote 10-20 percent of their time. All have doctorates in educational measurement, evaluation, or related subjects.

The first pilot venture, run on a USOE grant (Title IV, Section 402, ESEA) and CDE funds, amounted to about $50,000. In the future, plans are for a regular appropriation in the fiscal budget (1972).

The pilot venture tested pupils in grades K, 3, 4, 6, 9, 11, and 12 in a representative sample of 31 districts in the state. The program can be extended to other grades in the future since there are no plans to delimit the program to any school grades. Only pupils enrolled in regular public school programs were administered tests in May 1970. There are no specific plans for measuring pupils enrolled in special education curriculums, but there is some possibility of including private schools in the future.

Specific target areas in the May 1970 pilot run were: mathematics, physical education, health, music, science, language arts (reading and writing), vocabulary, and occupation cognizance. The instruments used were the Common Status Measures (CSM), developed by the Pacific Educational Evaluation Systems (PEES) of Palo Alto, California, under an earlier contract with the USOE, and sets of behavior-referenced items developed by Colorado school teachers and subject matter specialists for this program. The University of Colorado Laboratory of Educational Research provided considerable consultant help in developing behavior-referenced items and analyzing the results for use in the schools.

Related data collected for CEP included grade, school, the district code, sex, national origin, language spoken other than English, Title I school, Title III school, neither Title I nor Title III school, and both Titles I and III schools.

PEES processed the data and wrote a complete interpretive report. This report contains reference to percent passing the items relevant to the objectives and interpretation of the possible meanings of pupil performance. Other reports based on the PEES statement were written by the Evaluation Unit in the CDE.

Reports are made available to the general public, teachers, administrators, the scientific educational community, and the Legislature. Only statewide reports are issued at this time; there are no reports covering individual schools. Results are made available through major Colorado newspapers, bulletins of CDE, and extensive technical reports.

The Governor and House-Senate Committee on Education apparently are giving support to CEP in fiscal 1972 through the Accountability Act. In the future, CEP will have more pupils, more test items, and more subject areas, particularly in the affective domain. In addition to a carefully prepared state sample, the 1971 assessment program includes a valid sample for 10 of the largest school districts in the state.

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Colorado State Board of Education. *Goals for education in Colorado.* Denver: Colorado State Department of Education, 1962.

Colorado State Department of Education. *A progress report on the Colorado Evaluation Project (Common status measures). Title IV, ESEA.* Pacific Educational Evaluation Systems, subcontractor, Contract No. OEC-0-70-3781 (284). Denver: June 20, 1970.

Helper, John W. *Assessing educational outcomes in Colorado. Report on pilot results: The common status measures. Objectives–Referenced items.* Report No. 2. Colorado Department of Education, December 1970.

CONNECTICUT

No state educational assessment program exists at this time, and the development of any statewide assessment program in Connecticut is unlikely since the Connecticut State Department of Education has neither a direct responsibility for the operation of the schools nor a strong regulatory influence over the local school districts.

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REFERENCES

Connecticut State Advisory Committee on Reading for the 70s. *Reading for the 70s: A 10-year plan: Proposed for the consideration of the State Board of Education.* Hartford: June 1970.

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DELAWARE

The Delaware Educational Accountability System (DEAS)

This broad system accommodates and synthesizes into one assessment program the discrete evaluation and assessment programs for Title I Migrant Program, Title III ESEA, the compensatory education program of Delaware Senate Bill 171, the Council For Exceptional Children Program, Learning Disabilities, and the System for Career Guidance. The objectives are to: determine statewide educational goals, establish major state objectives for education, determine needs, establish state priorities, examine program alternatives, select the most feasible alternatives, formulate action programs, implement program(s), and evaluate program(s).

The idea for the DEAS and assessment of needs originated in the State Department of Public Instruction at top levels of administration, with the Director of Research, Planning, and Evaluation assuming the role of chief planner. He has strong support from the Governor and from the President of the State Board of Education and the President of the Delaware Educational Accountability Council. He began to refer to planning and evaluation efforts as DEAS in October 1970. The Department of Public Instruction is at the very beginning stage in its implementation of the system at this time.

The Educational Accountability Council will provide for planning and implementing the system and has involved the following groups in its activities: 1) Research, Planning, and Evaluation staff of the Department of Public Instruction; 2) federal programs groups; 3) division directors; 4) an Administrative Council (State Superintendent, deputies, and assistants); 5) task forces as required; 6) the Delaware Educational Accountability Council; and 7) the Chief School Officers Association. The Department of Public Instruction, after considering advice from the Educational Accountability Council, will determine what changes will be made, subject to ratification of the State Board of Education.

The Director of Research, Planning, and Evaluation is responsible for overall coordination, and the Supervisor of Evaluation is responsible for the specifics of coordination. A five-member professional team from the Research, Planning, and Evaluation Section is concerned with planning, research, evaluation, systems analysis, data collection and analysis, statewide testing, and soon within the DEAS framework. At present, approximately two full-time and three half-time professionals with support personnel are involved in the DEAS. The Director has an Ed.D. All other professionals have master's degrees plus additional work in fields such as psychology, measurement, evaluation, and research.

Funding is through a federal grant for planning and evaluating educational programs (Section 402, Title IV, Public Law 90-247). This grant is for a total of $288,000, providing $96,000 each for three years, beginning July 1, 1970, plus specific costs involved in data collection, analysis, and reporting.

At present the target population consists of fifth grade students from public and parochial schools. Plans call for extension to grades 2, 4 or 5, and 8 in academic year 1971-72, and later to grade 12. Eventually, students in the total educational system, K-12, will be included. Students in special education programs are excluded. While private schools are not included at present, they are not formally excluded from participation. Participation is voluntary now, pending Delaware House Bill 86. Approximately 10,000 students in 70 public schools and 2,000 students in 20 parochial schools are involved in a first effort of evaluation on the state level. All districts, except one that was involved in the norming of a national test, participated.

In academic year 1970-71, the target areas are the basic skills for fifth grade students. Eventually, all areas, cognitive and affective, for all students at all grade levels will be included in the system. The instruments being used in 1970-71 are the Metropolitan Achievement Tests and the Otis-Lennon Mental Ability Tests, both published by Harcourt Brace Jovanovich, Inc. These instruments were reviewed by a committee of five or six persons from a group representing each of the 26 school districts in the state. The committee members are school personnel, including district coordinators of evaluation and testing. The Department of Public Instruction made the final decision.

Information such as name of school, school size, county, sex, age, previous course work, grades, cost of instructional program and teachers, student attitudes, socioeconomic status, community and family information, graduate success, holding power, attendance patterns, and school resources are collected.

Harcourt Brace Jovanovich, Inc. provided initial scoring, reporting, and interpretation of data. Additional analyses were done by Lehigh University in Bethlehem, Pennsylvania. A proposal for the future is to use a central, state data-processing system with some outside contracting. Members of the Department of Research, Planning, and Evaluation, some additional personnel from the University of Delaware in Newark working on released time, and other consultants will assume the major responsibility for interpreting the data.

The plan will use the data to determine if each school is doing as well as expected, determine the cause of any below-anticipated performance, suggest possible solutions, and recycle to see if tentative solutions are producing the desired effect. The plan calls for a broad subsystem designed for planning, implementing, and evaluating educational programs.

The State Superintendent's office, the State Board of Education, Delaware public schools, other institutions or agencies, and others requesting the information receive reports. The results will be made available to the public in special reports, releases, articles in professional journals, and newsletters by the Department of Research, Planning, and Evaluation.

DELAWARE

The Legislature is concerned about education and the need for objectivity and empirical data in program funding decisions. They are willing to fund good programs. As the plan is communicated more widely and thereby understood more completely, the schools are increasingly receptive. The state PTA endorses the concept.

The DEAS is expected to continue in expanded form. Plans call for the present focus on basic skills and attitudes to be expanded to include other educational goals and the inclusion of more assessment of special programs, that is, programs for the handicapped and careers education (vocational).

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Delaware Department of Public Instruction. Application for grant for the planning and evaluation of educational programs (Section 402, Title IV, Public Law 90-247) Signed by Kenneth C. Madden, State Superintendent, May 22, 1970.

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DISTRICT OF COLUMBIA

The Design for Academic Achievement Project

The measurement aspect of this project, known as the Clark Plan, has the objective of providing students with "a quality of education equal to or superior to that allegedly provided for students in the most prestigious private and public schools." The District of Columbia School Board employed a consultant (Kenneth B. Clark, currently president of the American Psychological Association) to prepare a report setting up the basic goals of the program. The report, entitled *A Possible Reality* and prepared by the Metropolitan Applied Research Center (MARC), New York City, of which Clark is president, contains the basic goals of the program.

The District of Columbia School Board directed the Superintendent of Schools to implement the program described in the Clark Plan. The Superintendent, in turn, has appointed a committee of 36 people representative of the entire community to advise him on implementation. The Superintendent, upon the approval of the District of Columbia School Board, will determine any changes to be made after the basic structure is adopted.

The District's Department of Pupil Appraisal administers the measurement aspects of the project and is responsible for administration, reporting, training, and interpretation. It has a professional staff of 10 people, most of them with some training in measurement, and 10 clerical staff members. Most of the staff's time is currently devoted to the project. The program is financed through the regular school budget.

The program covers all students in grades 1 through 9 in public schools with the exception of severely mentally retarded or physically handicapped children. All public schools in the District are required to participate.

The testing program is limited to cognitive areas and almost exclusively to reading and mathematics. The Metropolitan Readiness Test (Harcourt Brace Jovanovich, Inc.) is used in grade 1, the California Achievement Tests (California Test Bureau) in grades 1 and 2, and the Comprehensive Tests of Basic Skills (California Test Bureau) in grades 3-9. The tests were originally selected by the 1968-69 Citywide Testing Committee. The Clark report recommended continued use of them.

The Department of Pupil Appraisal is responsible for gathering and interpreting the data. Because the program covers all students within one school system, all the data available to the Superintendent's Office can be related to this testing program. It is intended that the results be used to report to the community how well the program is achieving its stated goals. The results can also be used by individual schools and teachers in planning curriculums and devising improved techniques for teaching.

The results are made available to the School Board by the Department of Pupil Appraisal and to the public by the School Board through the press. Individual results are supposed to be communicated to the parents by the schools. Plans call for preparing reports for each participating school in 1971-72.

Teachers and principals are apprehensive about the program because of possible misinterpretation of test results. In the original Clark Plan, the results would have been used to evaluate teacher effectiveness. Such use, however, ran into such strong opposition from the teachers' union that it, in essence, had to be dropped.

The stress to improve the quality of education in the District is so strong that the program appears bound to continue. There are plans to obtain data in areas other than mathematics and reading, including noncognitive areas.

Other Assessment Activity

Another program is intended to assess overall performance of the public schools in the District of Columbia. The District's Department of Pupil Appraisal initiated the idea, designed the program, and determines what changes will be made. It also administers the program, which is financed through the regular school budget, and is responsible for reporting, training, and interpretation.

The target group consists of a 10 percent sample of eleventh graders and all vocational students in grade 11. All public schools are included. However, parents may request that their children not be tested.

The areas measured are reading and mathematics. The Sequential Tests of Educational Progress (STEP) Reading and Mathematics Tests (Educational Testing Service) are used for the 10 percent sample of eleventh grade students. The students in vocational high schools are tested with the Stanford Achievement Reading and Numerical Competence Tests: High School Battery (Harcourt Brace Jovanovich, Inc.).

The Department of Pupil Appraisal processes the data and is reponsible for interpreting it. Results are used strictly for administrative purposes to assess the overall performance of schools in the district.

A report is submitted by the Department of Pupil Appraisal to the District of Columbia School Board, and results are released to the public by the School Board through the press.

School personnel do not like this program because it tends to "beat a dead horse." Nevertheless, this program, or one like it, will probably continue. Plans are underway to develop a research design incorporating variables other than cognitive ones.

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FLORIDA

Florida's Plan for Educational Assessment

This program's objective is to develop, or cause to be developed, evaluation procedures designed to assess objectively the educational programs offered by the public schools of the state. The most immediate program objective is to identify specific, measurable learning objectives in kindergarten through grade 12. Later phases will include cost analysis, process assessment, and establishment of accountability procedures.

The State Commissioner of Education initiated the program by proposing to the Legislature that there be a state policy on assessment. A few months elapsed between the Commissioner's proposal and the Legislature's enactment of an authorizing statute. The statute requires that "the evaluation procedure shall provide for uniform evaluation of each school district in this state and, to the extent possible, be compatible with national procedures for the assessment of progress in education."

The State Commissioner of Education determines how the program is conducted and what changes will be made. The Commissioner is responsible for the program to the Legislature and to the State Board of Education. An Associate Commissioner has been charged with designing and developing the plan. The Director of the Division of Elementary and Secondary Education will be responsible for administering the plan. Several hundred professional staff of the Department of Education, the schools, and the universities are devoting from one-fourth to one-half their time to the program. Centers for evaluation have been established on selected university campuses to provide technical assistance in developing objectives and criterion-referenced test exercises. Special staff development is designed into the program for university, Department of Education, and public school personnel.

Developmental costs come from the Florida Educational Research and Developmental Program. Operational funds will be provided by state appropriations annually, supplemented by Title IV, Section 402, ESEA funds on a year-to-year grant basis. Approximately $800,000 in state educational research and development funds may be spent during 1970-71 for developmental efforts. Administrative costs for 1971-72 are estimated to require $75,000 in state funds above the amount that would be appropriated if the assessment program were not operational.

Pilot schools are selected by the Commissioner and their school districts are given a grant for one year to develop and evaluate criterion-referenced measures of student competence for grades K-12. Matrix sampling will be used for school selection. Participation is mandated by the state plan for public schools. Parochial schools are not specifically included in the plan, but some are now applying for participation.

Highest priorities have been assigned to developing measures in the following areas: horticulture; secretarial skills; art; music; human relations skills and attitudes; employability skills applicable to most jobs; reading and language skills, mathematics, and social studies in grades K-6; science in junior high school; and communication skills in grades 9-12. The Department of Education will use previously developed instruments adaptable to Florida's objectives and produce instrumentation within the state. Criterion-referenced exercises in reading, developed by the Center for the Study of Evaluation at UCLA and the staffs of the three evaluation centers established at the state universities as a part of this project, will also be used. It has not been decided yet what related data will be collected; however, predictive analysis will be built into the system.

The processing of data and procedures for interpreting the data have not been fully worked out. However, in-house computers in the Department of Education will be the primary sources for processing. Larger computer facilities in the Department of Transportation will be used for some major analyses.

The criterion-referenced evaluation instruments will be variously used: by teachers for placement, progress, and diagnostic information; for assessment of federal programs; and in conjunction with the state school accreditation program. The Department of Education will seek, through implementation of the plan, to establish local accountability to achieve minimum state performance objectives for all students.

Results of this program will be made available through the news media, published reports, and public meetings, by the State Commissioner of Education, and local school officials.

The program is viewed positively by various groups. The Legislature gives strong support to the program. The schools are cooperative, and parents are enthusiastic about the program.

This program is almost certain to continue for a number of years. The Department of Education is doing its planning in six-year blocks and its implementation in one-year increments, with funding following each year's report.

Florida Statewide Ninth Grade Testing Program

The primary purpose of the Florida Statewide Ninth Grade Testing Program is guidance for students moving into the high school years.

The target areas of this testing program are scholastic ability, English, social studies, mathematics, and science. Special tests were designed for this program by Educational Testing Service using specifications developed by a statewide committee of educators.

The data are processed by Educational Testing Service. Florida State University at Tallahassee coordinates other aspects of the program.

This program is about to go into a renewal cycle, which is likely to be delayed a year in order that possible effects of the upcoming state assessment program (see above) may be ascertained.

Florida Statewide Twelfth Grade Testing Program

This program is used for admission purposes by all institutions in the State University System and by many independent colleges as well. All high school seniors who plan to attend college in Florida participate in the program.

The University Examiner at the University of Florida in Gainesville is in charge of the program and is responsible for all administration, scoring, and reporting.

The target areas are scholastic ability, English, mathematics, social studies, and science. Special tests were designed for the program by Educational Testing Service.

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REFERENCES

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Florida Department of Education. Request for applications from school districts to develop and evaluate criterion-referenced instruments and procedures for measuring student competencies. Application form, September 28, 1970.

Florida Department of Education. Specimen goals and objectives. Exhibit A. Undated. Mimeo.

GEORGIA

Georgia Assessment Project (GAP)

This report concerns Phase II of GAP. Phase I involved goal setting and developing methodology. GAP's objectives are to determine the pupil population and subpopulation groups to be used in the assessment, to expand the product goals into measurable objectives expressed in behavioral terms, to develop pupil performance criteria on the basis of the above, and to develop exercises and instruments for measuring pupil performance (Phase II). Overall, the project is designed to provide statewide measurement of the progress of Georgia's children and youth toward achievement of those qualities and characteristics necessary to live successfully in the Georgia and United States of 1985 and beyond.

The initiation of GAP was a function of the Division of Planning, Research, and Evaluation, created more than two years ago as a staff arm to the State Superintendent's office and expressly for both statewide assessment and evaluation and statewide educational planning and administration of Title III, ESEA. Six months elapsed from the initiation of the idea to the start of Phase I.

Planning has been the function of the Division of Planning, Research, and Evaluation. The Administrative Council, which includes the State Superintendent and his office heads, determines what changes will be made. Administration responsibilities lie ultimately in the Division of Planning, Research, and Evaluation, but some of the 21 activities in Phase II of GAP are assigned to other divisions of the Department of Education. The remaining activities are farmed out to higher education institutions or other specialized firms. The permanent GAP staff will consist of 9.5 professional persons and three secretarial and clerical staff members. The professional staff members have knowledge and experience in test design, research design, writing performance objectives, systems design, and child growth and development.

At the present time, the Department of Education is pressing ahead with its own funds and federal monies in expectation that major funding will come from the State Legislature. The 21 activities in Phase II have been budgeted at $681,000.

GAP will focus first on public school students at ages 9, 13, and 17, age groups representing the primary, elementary, and secondary levels of education. GAP will look at outcomes over fairly large groups by depending on a sampling approach rather than an every-student testing.

The target areas are those specified in a statement on the 78 product goals of Georgia education. They will be further defined as a consequence of the process of expanding goals into performance objectives. Instrumentation has not yet been determined, but will be decided after performance objectives have been compared with the content of available measuring instruments. The Division of Planning, Research, and Evaluation will select the instruments. For those goals for which there are no appropriate measures already available, the GAP staff will undertake to make, or have made, appropriate instruments.

Related data identified in the original needs analysis study included socioeconomic status, regions of the state, perceptions of schools by various client groups, and student performance on standardized tests of reading and mathematics in current use in the public schools. These data were collected and categorized by urban-rural location, socioeconomic status, and so on.

Processing of the data is expected to be done within the Department of Education, although part of it might be farmed out to other agencies. Interpretation of the data will be done by the Department of Education.

The main use of the data will be to locate, within districts and regions, the most critical areas of student need so that corrective measures can be taken. At a later time, both the data and instruments developed in GAP will be used in studies of cost-effectiveness and in studies of comparative efficiency in method. It is anticipated that the expertise gained by the GAP staff in statewide assessment can be used in the future to provide technical assistance and services to local school systems so they, too, may conduct their own assessment.

The results will be reported to legislators by category of student and region of the state and then to administrators of local districts, showing them how their districts show up in the various categories. Dissemination of GAP-generated information will be determined on a "who needs to know?" basis, with public and parents sharing in information that will be useful to them. The Division of Planning, Research, and Evaluation has been publicizing, in pamphlets or brochures, every step it takes in the beginning stage of the assessment.

The program is viewed as a carefully-planned, realistic, well-staffed project to upgrade education by stating goals and gathering pertinent information regarding the progress of children and youth toward the quality and characteristics sought in the goals. GAP is expected to continue.

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REFERENCES

Georgia Advisory Commission on Educational Goals. *Goals for education in Georgia.* Atlanta: Georgia Department of Education, Division of Planning, Research, and Evaluation, 1970.

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HAWAII

Statewide Minimum Testing Program

The purpose of this program is "to provide periodic, continuous, consistent, and comparable measures of the pupil's progress as he moves through the elementary and secondary grades."

The use of objective information by school staff for purposes of pupil guidance, instructional planning, and program evaluation is emphasized, rather than summary information for statewide evaluation.

Hawaii is unique among the states in that only one school system or district (the state) exists. Initiation of the testing program emanated from the central staff of the Department of Education. The program has developed over a period of years.

The planning of the program is the general responsibility of the Department of Education, specifically of the Test Specialist in the Evaluation Section. Final decisions are made by the Superintendent. The Test Specialist, with the assistance of a Test Advisory Committee, recommends a testing program to the Superintendent. The Test Advisory Committee is composed of a staff member of the University of Hawaii, testing coordinators from local communities, and curriculum personnel in the Department of Education central staff.

The Test Specialist in the Department of Education oversees the major administrative responsibilities of the program's operation. Her duties include the purchase of materials and their distribution to schools, the development of testing schedules, arrangements for scoring and analytical study of the test results, return of the results to schools, and preparation of a variety of reports. The Test Specialist also is involved in helping local school personnel interpret test results and giving technical assistance to state program specialists in conducting various studies. She has done graduate work in measurement and spends essentially full time on this program.

The program is funded from the Department of Education's budget, allotted by legislative appropriation. Approximately $30,000 is spent for test materials annually.

All students (except those in grades 1 and 3), schools, and communities are included in the program. The emphases of the program center on cognitive ability and achievement and some aptitude measures. No formal collection of related data is made. The following instruments are used:

Grade 2: California Short-Form Test of Mental Maturity and the California Reading Test, Upper Primary (California Test Bureau)
Grades 4, 6, 8, 10, 12: SCAT and STEP Reading, Mathematics, and Writing Tests (Educational Testing Service)
Grades 5, 7, 9, 11, 12: STEP Science, Social Studies, and Listening Tests (Educational Testing Service)
Grade 9: Differential Aptitude Test Battery, Revised (The Psychological Corporation)

These instruments were chosen on the recommendation of the Test Advisory Committee.

The Department of Education collects and scores the raw data, while the statewide data processing facility does the computer processing. Interpretation of data and design of the reports rest with the Test Specialist.

The results are used primarily by the Department of Education and the local schools. With feedback to the schools, it is hoped that the results will aid local personnel in gaining an improved understanding of their students. Item study of the achievement tests is done by computers for each classroom, each grade, each building, and the state, to provide clues to future curricular development.

Reports issued by the Department of Education include the number of pupils tested, school means, and comparisons with publisher's norms for the state as a whole and for each local unit. State percentile norms are also generated. Reports are sent to the Superintendent and the State Board of Education. Various members of the Department of Education and local school units receive overviews of the testing program results. Articles in the press highlight interesting facets of the testing results and state and regional test scores are available to the public. The Test Specialist prepares the reports.

The Legislature is expressing a much greater interest in the testing program now that there is a mandate to develop a PPBS. Some school personnel feel that the results do not provide them with the specific information they need to develop or modify their school practices. The parents view the program with greater interest as their children are tested.

The program is likely to continue, but the tests included may be changed and the initiation of a PPBS will require new measures of additional objectives.

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REFERENCE

Hawaii Department of Education. *Summary report of minimum testing program 1969-1970.* Research Report No. 75. July 1970.

IDAHO

Idaho has a Title III testing program but no state-mandated general testing program. The objective of the Title III program is to offer widely used tests in grades 9 and 11, in which the cost is defrayed by the federal government and the coordination done by the state.

A committee of Idaho State Department of Education, higher education, and secondary school individuals was set up by the State Department of Education in 1959 and met annually for two years. The program was implemented within a year of the first meeting of this committee.

The program is planned by the Director of Pupil Personnel Services of the State Department of Education. The Director and the committee described above determine what changes, if any, will be made.

The Director of Pupil Personnel Services coordinates details of the program. He is responsible for coordinating Measurement Research Center's (MRC) involvement and provides information and advice to the schools through newsletters and other means. The Director and a secretary each spend about 10 percent of their time on this project. The Director has an Ed.D. and experience in teaching and counseling.

The program is financed by the Title III, ESEA funds.

Students in grades 9 and 11 in public and parochial schools participate in the Title III program. About 10,000 ninth graders (about 65 percent) and about 10,500 eleventh graders (about 70 percent) participated in 1969-70.

The target areas are school abilities and achievement. Among other data collected are sex, school name, and grade. In grade 9, the Differential Aptitude Tests–DAT (The Psychological Corporation) are used. The Iowa Tests of Educational Development–ITED (Science Research Associates, Inc.) are administered in grade 11. The tests were chosen by a committee of State Department of Education, higher education, and secondary school people in 1959.

MRC processes the data. The data are interpreted by the district superintendents and school counselors in the local schools. The results are used at the local level for curriculum evaluation, guidance, and other purposes deemed appropriate by the district superintendents. Statewide norms are developed for both test batteries.

The mechanics of the program are well run, commitments are met on time, and all involved seem satisfied. A state testing program will continue as long as federal funds are available. The tests could be changed since the test offerings may be reviewed for next year. A task force of educators from outside the State Department of Education is being set up to consider whether there is a need to create a Statewide Assessment Program for Idaho. The Superintendent and the Assistant Superintendent strongly support this task force idea. After deliberations later this year, Idaho could come up with a statewide assessment model.

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REFERENCES

World-Wide Education and Research Institute (Comp.) *Project IDEAS (Idaho Department of Education Assessment Study): An analysis of educational concerns in the state of Idaho.* Idaho State Department of Education. August, 1970.

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ILLINOIS

No state assessment program now exists in Illinois nor are there any plans to have one in the near future. The Department of Curriculum Development of the State Department of Education is drafting a statement of educational objectives; however, these objectives are for use by school districts and do not bear a relationship to the concept of state assessment.

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INDIANA

Statewide Assessment of Educational Needs

A proposed assessment plan in Indiana is designed to provide information about educational goals and needs in three domains: cognitive, psychomotor and affective. The results of the study, which should be completed in 1971-72, will be used in developing curriculum and program plans for the Indiana schools. The project will meet the needs of Title III of the Elementary and Secondary Education Act (ESEA) for statewide assessment of educational goals.

The proposals for this project were initiated by the ESEA office of the Department of Public Instruction, upon a request from the Superintendent of Public Instruction. The program calls for a study over a three-year period, of which 1970-71 is the second year. The first phase involved a perceptual study based on a survey of school administrators and lay personnel. The second phase will include an assessment of educational goals. The third phase will include an evaluation of the information gathered.

The initial planning of the project was done by the state education agency through ESEA, Title III staff. However, the specific details of the project to assess educational goals (second year phase) will be planned with an outside organization to carry out the project on a contractual basis. The state education agency and the contracting agency (not yet selected) will determine any changes to be made from the initial plans.

The state education agency for Title III will have the overall responsibility of coordinating this project. The agency contracted to perform the actual survey will have the responsibility of coordinating that phase of the project. The specific details of these responsibilities cannot be determined, however, until the company has been selected.

Support of the project will be through Title III, ESEA funds. At this time the anticipated cost of the three-year project is not known.

The study will be based on a random sample of students at all age and grade levels in public schools. There will also be a statewide testing program in which all students in the fourth grade will be tested; the study sample will include students in both public and private schools. Under Indiana statute, the Department of Public Instruction is requested to provide information for private institutions.

The survey will include assessment in the cognitive, psychomotor, and affective areas with primary emphasis during the second year on the cognitive domain. Testing will include reading, mathematics, psychomotor abilities, personal values, and attitudes toward self. The testing at levels other than the fourth grade will be done on a random sample basis and will include instruments selected by the contractor. In most cases, these will include existing tests, but some additional instruments may be developed. The specific types of information to be collected have not been specified at this time.

The data will be processed by an in-state university or the company selected to carry out the survey. Interpretation of the data will be a joint responsibility of the contracting agency and the state education agency.

The results of the assessment project will help to determine how Title III funds can best be used in Indiana. Such use may involve the development of new programs and curriculums to meet the educational needs of the state.

A report based on the results of the assessment project will be sent to the State Department of Public Instruction and the State Board of Education, but separate reports will not be provided to each participating institution. Releases from the state education agency will make information about the results of the survey available to the public through various media.

Currently, it is not possible to obtain the reactions of various groups. The ESEA, Title III staff believe that the project will assist in improving the utilization of Title III funds.

The current proposal is essentially for a one-time project; however, the assessment aspect will continue over some time.

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IOWA

Iowa Guidance Surveys

The Iowa Guidance Surveys is a three-part statewide survey to assess: students terminating in grades 7-12 by graduation, death, or dropout (Part I); status of graduates of 1969 in further education, employment, or other (Part II); and pupil involvement in standardized testing programs (Part III).

This three-part survey package was initiated and implemented by the staff of the Guidance Services Section, Iowa State Department of Public Instruction. The Dropout Survey is required by Section 257.27, The Code of Iowa. Nine months elapsed from initiation of the program to implementation.

During the development of the survey instruments, the staff of the Guidance Services Section consulted with a committee of local school personnel who have student services and/or research responsibilities. The program was also discussed with guidance personnel in Iowa's intermediate educational units at several scheduled meetings of the Guidance Services Section. This section determines what changes will be made; decisions are influenced by the local education agencies' (LEAs) feedback as well as the State Education Agency's (SEA) evaluation.

The Guidance Services Section coordinates the surveys. It develops survey forms, supervises publication and dissemination, edits returned survey forms, and produces summary reports. About 15-20 percent of a staff member's time is spent on this program. The coordinator has an M.A. in guidance and counseling, an Iowa Teaching Certificate, and administrative experience in guidance and counseling.

During fiscal year 1970, state money was combined with federal Title V money to finance the surveys. During fiscal year 1971, combined state and federal Title III monies are being used. The cost is about $5,000.

Part I, the Survey of Student Terminations, included student dropouts in grades 7-12 in each of Iowa's public school districts during fiscal 1969. Of 455 public school districts, 433 (95.2 percent) submitted data to this effort. Part II, the Graduate Follow-up, included 1969 secondary school graduates as of October 15, 1969. Of 455 public school districts, 432 (94.9 percent) submitted data on 1969 graduates. Part III, the Statewide Standardized Measurement Survey, included students in grades K-12 in Iowa public schools in the school year of 1969. Of 455 public school districts, 433 (95.2 percent) submitted at least a partial report of their standardized measurement program for the 1968-69 school year.

Part I investigated the number of dropouts by grade, sex, age, and reason, in grades 7-12. A single-page survey form was developed for this study, using a worksheet approach. Part II investigated the primary post-secondary status of 1969 graduates in terms of further education or training and type of employment. A two-page survey form was developed for this study, utilizing the format originally developed for the Card Pac System of Educational Accounting. Part III assessed by grade the name and type of testing instrument administered, the number of pupils to whom the instrument was administered, and the use or nonuse of county schools' reimbursement. A single-page data collection form was utilized. This form was a revision of the "DISTRICT GUIDANCE SERVICES REPORT–Standardized Measurement Survey" last used in Iowa's public schools during the school year 1965-66. The forms were submitted to superintendents of the local education agencies throughout the state. These forms were prepared by the Guidance Services Section, which consulted with a committee of local school personnel in their preparation.

For Part I, data were also collected on each district's former dropouts, deaths, and graduates. For Part II, the survey assessed status location, pupil rank in class, and employment or educational activities supplementing primary status. For Part III, another measurement instrument category was also used: "college entrance/placement tests."

A program for data extraction and tabulation was developed by the Data Processing Division of the Iowa State Department of Public Instruction. The Guidance Services Section assumed the responsibility of developing a summary report on data collected. The summary report was intended to provide the opportunity to the local education agencies to relate meaningfully their own data to that of the state, as well as to other regional and/or size category summaries. Reports were developed by LEA guidance personnel for local boards and local news media. LEA programs for dropouts produced curriculum changes.

The initial commitment of the Guidance Services Section in the total assessment effort was to develop and disseminate the summary report. The success of the survey depended largely on the response of the administrators and counselors in Iowa's public school districts, and that response was excellent. The data were compiled into the 1970 summary report and are expected to fulfill the initial commitment. Comments received from legislators about "that useful resource document" were usually complimentary. The schools find survey reports useful as stimuli for local surveys and for comparison with base data.

The extensive local participation supplied data on 94-97 percent of the various student populations surveyed. This allowed the Guidance Services Section to supply local education agencies with data on graduates' status, dropouts, and standardized testing in Iowa public schools.

The program is an annual survey and is expected to continue. Expected modifications include eliminating the standardized test measures survey, obtaining more information on how tests are used, and altering methods of gathering dropout data reported to the State Department of Public Instruction.

Statewide Educational Needs Assessment

The objectives of this program are: 1) to assess the educational needs of fourth, seventh, and twelfth grade public school students in Iowa in two affective areas and one cognitive area; 2) to test certain hypotheses related to sex, race, district size, educational level of parent, and geographic area; 3) to stimulate the local education agencies (LEAs) in the conduct of a needs assessment; and 4) to provide more appropriate information for educational decision-making.

The U.S. Office of Education and the Director of Planning, Research and Evaluation, Iowa State Department of Public Instruction, initiated the idea. The time from initiation of the idea to implementation was two years for criterion-referenced cognitive and affective data, and one year for demographic data and norm-referenced cognitive data.

The Associate Superintendent of the Planning and Management Information Branch, Iowa State Department of Public Instruction; the Director of Planning, Research and Evaluation, Iowa State Department of Public Instruction; and two Consultants in Planning, Research and Evaluation, Iowa State Department of Public Instruction, determine how the program is conducted. These four persons also determine what changes will be made.

The two Consultants in the Planning, Research and Evaluation Division will coordinate the program. They are responsible for all phases, including preplanning through summary and final report. All of their time is devoted to the program. There is one full-time equivalent secretary. The Associate Superintendent of the Planning and Management Information Branch and the Director of Planning, Research and Evaluation spend 10 percent of their time on project administration. The professional staff have teaching and school administration experience (local, intermediate, and state), and experience in federal program administration (ESEA, Title III; Title IV, Section 402; and Title V).

Title III, ESEA, administration funds are used. The cost for fiscal year 1971 is approximately $35,000.

A sample of students in grades 4, 7, and 12 from 83 of Iowa's 453 public school districts will be included.

The target areas include science, self-concept, and attitude toward school. The science test will consist of approximately 50 items for each of the three grade levels from the instruments of the National Assessment of Educational Progress (NAEP). The measures of self-concept and attitude toward school include the School Sentiment Index (secondary and intermediate levels) and the Self-appraisal Inventory (same levels). Instruments prepared by the Instructional Objectives Exchange (IOX) at UCLA under contract to the Iowa Department of Public Instruction and 17 other states will also be used. Demographic information and scores on the Iowa Tests of Basic Skills (Houghton Mifflin Company) and the Iowa Tests of Educational Development (Science Research Associates, Inc.) will be collected.

Iowa State University in Ames will perform frequency distributions, tests, and analysis of variance on the data. The Iowa State Department of Public Instruction is responsible for keypunching and tape creation. The Planning, Research and Evaluation staff and university consultants will interpret the data. The results will be used: 1) to identify priority funding areas from Title III, ESEA; 2) to establish baseline data for subsequent statewide evaluation of pupil progress; and 3) to provide the LEAs with necessary educational decision-making information and to assist the LEAs in initiation of needs assessment.

The reports are issued by the Planning, Research and Evaluation staff of the Iowa Department of Public Instruction and are distributed to the U.S. Office of Education, the Iowa State Board of Public Instruction, the Iowa State Title III ESEA Advisory Council, the Iowa State Department of Public Instruction staff, and all Iowa local education agencies. A report is prepared for each participating school. Appropriate news releases and educational information items are made available to the general public.

The program is expected to continue. The modifications include expansion and differentiation in other areas, including the psychomotor domain. One program purpose is to make an ultimate transition from state assessment to local assessment.

Iowa Educational Information Center (IEIC) of the University of Iowa

The goals of IEIC are the development of techniques and instruments for collecting information about all aspects of educational programs, the development of a data-bank of educational information, and the development of computer programs and data processing systems to make the information readily available in a usable format to schools and other educational agencies for research, decision-making and information services.

Dr. E. F. Lindquist, University of Iowa Measurement Research Center, Dr. Howard R. Jones, Dean of the College of Education at the University of Iowa, and Mr. Paul F. Johnson, Superintendent, Iowa Department of Public Instruction, initiated the idea and made up the membership of the Coordinating Board which provided initial guidance for this program. Current guidance is entirely within the IEIC at the University of Iowa.

The Director of IEIC is responsible for coordinating the program. A staff of over 50 conducts its several services.

Initial funding involved $248,227 for 18 months from the U.S. Office of Education and a five-year grant of $750,000 from the Ford Foundation. The current Card Pac Mark and Attendance Report service is provided by subscription from participating schools. The cost per student during the second year of operation was $1.12, not including testing costs.

The program was restricted to Iowa public secondary schools the first year; it was then extended to elementary grades. There was about 97 percent participation the first year (695 schools out of 719, and 227,079 pupils out of 231,189). The completion of the funded project caused a majority of the schools to drop the service in 1968.

Test scores on the Iowa Tests of Basic Skills–ITBS (Houghton Mifflin Company) and the Iowa Tests of Educational Development–ITED (Science Research Associates, Inc.) were made available by the University of Iowa through the Iowa Testing Program. A Pupil Inventory was also used in the IEIC Project. Because the Iowa Testing Program office develops the ITBS and ITED, and over 90 percent of Iowa schools participate in the annual testing program, the choice of these tests was natural.

The data are processed by the Measurement Research Center (MRC) at the University of Iowa; data are interpreted by IEIC. The results are sent to each participating school and are used to show the relationship between marks and test scores, between marks and Pupil Inventory items, and between pairs of Pupil Inventory items. No comparisons of schools or districts are made by the IEIC, but this can be done locally. (The results of one study using the IEIC data, the Waterloo Student Survey, did much to settle racial concerns brought out by a student disturbance.)

Because of the cost, only a minority of school districts (large districts) have continued the subscription service that followed the statewide service under Ford Foundation funding.

The Iowa Educational Information Center will continue and will occupy the new Lindquist Center for Measurement in 1972. The development of a school management information system is a current major undertaking supported by a USOE grant of $350,000.

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REFERENCES

Foley, Walter J. *Educational information project. Final report. Project No. BR 6-1502. Contract No. OEC-3-6-061502-0429.* University of Iowa, Iowa City. United States Office of Education. March 1968.

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KANSAS

Kansas Educational Information System Development

The program's objective is a "continuous need assessment system to support the planning and programming efforts" of the State Department (Contract No. 25-McREL-1, KSDE-3700-70, between the Kansas State Department of Education and the Mid-continent Regional Educational Laboratory in Kansas City, Missouri). The Kansas State Department of Education initiated the program, under development as a three-year project. The Department of Education determines how the program is conducted and what changes will be made.

The Project Director is the Program Development Specialist at the Mid-continent Regional Educational Laboratory (McREL), with the Project Director and his staff coordinating the program. The coordinator for McREL, with office space in the State Department of Education, spends full-time on the project as does a systems analyst from McREL.

ESEA, Title IV funds are used to support this program. During the first year of the contract, the cost was $92,000.

All publicly supported schools participate in the program, but no decision has been made yet as to whether participation will be on a voluntary or compulsory basis. Non-public schools are not included. Areas to be measured have not yet been determined since the program is under development.

A plan for "design, development, and partial implementation of a stratified random sample for statewide opinion polling for educational needs . . . " (McREL contract) was promised by May 1971.

The State Department of Education facilities will process and interpret the data. The results are intended for use by the State Department of Education in order to "plan, program, and implement annual and quinquennial program employing management-by-objectives and program budgeting techniques." (McREL contract). It has not yet been determined who will receive copies of the results.

The Select School Practices Efficiency Committee, authorized by action of the Kansas Legislature, has received briefings and will report to the 1971 legislative session. There is a generally recognized effort to anticipate increasing demands from legislative committees for current data on public school operations and costs.

The project development is on schedule and the program is expected to continue.

Project SEEK (State Educational Evaluation of Kansas), 1969-70

The objectives of Project SEEK were to compile a compendium of population characteristics, school enrollment trends, and proposed needs in education. The Kansas State Department of Education initiated the program. The Research and Grants Center of Kansas State Teachers College planned and conducted the study and handled details. The program was financed by Title III funds.

The population for the questionnaire part of the study was comprised of a 7 to 8 percent sample of students in grades 3, 5, 8, 10, and 12, drawn on a "stratified proportional" basis. Thirty public school districts and six non-public schools were involved in the study on a voluntary basis.

The areas investigated included achievement, aptitude, and physical fitness skills. Achievement test data (Stanford Achievement Tests of Harcourt Brace Jovanovich, Inc.) were collected for grades 3 and 5 from 16 school districts and 3 non-public schools. The Differential Aptitude Tests (The Psychological Corporation) data for grade 8 were obtained, but only from schools granting permission to use the data (32 public schools, 1 non-public school). The "Motor Fitness Test for Oregon Schools" scores for a sample of schools for grades 7-12 were available from a previous study. Also, a questionnaire asking for the respondents' perceptions of educational needs was used.

Results of the study were widely disseminated, leading to a list of 10 Educational Imperatives for the state, made available to the public. The results are given in brochure, summary, and full reports, with a filmstrip and a tape recording also available. The Report of Project SEEK outlines a five-year plan toward realization of a continuous assessment system. The program has been reviewed and accepted by the Select School Practices Efficiency Committee of the State Legislature.

Following the needs assessment, which has been completed, there is to be a logical identification of educational goals, each accompanied by statements of behavorial objectives. Creation of evaluation instruments would wait until the fourth year, after development of an educational "data bank and retrieval system." The fifth year would culminate with the administration of the assessment instruments to measure progress toward behavioral objectives.

Kansas Reading Achievement Evaluation

This service, supported by Title III funds, is concerned with the measurement of reading in grade 5, though additional skills may be included next year. An estimated 23,000 pupils, about 61 percent of all fifth graders, are participating this year. Participation on the part of the schools is voluntary. A reading test developed by Science Research Associates, Inc. is used.

INDIVIDUAL INTERVIEWED

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REFERENCE

Laughlin, J. Stanley, and LaShier, William S., Jr. *What are the critical educational needs of Kansas: A summary report of Project SEEK, State Educational Evaluation of Kansas.* Topeka: Kansas State Department of Education, Title III, ESEA Office, May 15, 1970.

KENTUCKY

Kentucky Needs Assessment Study, Phases I and II

Phase I of the Kentucky Needs Assessment Study delineated learner needs. Phase II will specify classroom objectives and plan for appropriate measures; it will also establish some baseline data on the status of learner achievement. Most of what follows concerns Phase II.

The general objectives are to identify critical cognitive, affective and psychomotor *learner* needs in the state (by region) and to develop specific performance goals (by district, region and state). Phase I consisted of delineating perceived needs or educational inadequacies across the state by a survey questionnaire; this has been completed. One goal of Phase II is to encourage the development of "diagnostic instructional approaches" at the local level, based on information from Phase I. Other long-range goals are to identify "performance goals" for comprehensive educational *planning* and to assess learner needs *annually*.

The Department of Education's Title III plan of 1969 was precursor to the Needs Assessment Study, with the idea for the study initiated in summer 1969. Implementation of planning for Phase I began in fall 1969, and implementation of Phase I needs assessment started in spring 1970.

A Department of Education Committee (22 persons) planned Phase I and Phase II, with the assistance of a Citizens Advisory Committee of 18 persons. There is as yet no Planning Office, but one is contemplated. A Director of Evaluation who will also be involved in planning has just been appointed. The Departmental Committee, in conjunction with the Citizens Advisory group and the Director of Research, mapped out the modifications in Phase I and governs changes in Phase II.

The coordination of Phases I and II is done by the Director of Research and the Director of Evaluation. There is a full-time assistant in the Office of Research. Hopefully, a Needs Assessment Coordinator will be employed at the state level. The Division of Guidance Services of the Department of Education plans to be involved in collecting baseline data on students in grades 4, 7, and 11. Department of Education funds and Title IV, Section 402, funds are used.

The Phase II target population is composed of two groups: 1) 268 teachers and administrators at 41 local schools for specifying learner objectives; and 2) a 25 percent sample of seventh and eleventh graders in 41 public schools in spring 1971.

Phase II is concerned with the assessment of reading, mathematics, and study skills. However it is, in effect, a pilot project, so the three areas may not be treated comprehensively. The Needs Assessment Group and the private contractor (EPIC Diversified Systems Corporation of Tucson, Arizona) will help local people specify their own objectives (by grade and subject). The output of this effort will then be submitted to a private contractor who will develop suitable criterion-referenced test items. In this effort the Division of Guidance Services will provide assistance to the contractor. The Division also plans to modify the California Achievement Tests (California Test Bureau) and the Stanford Achievement Tests (Harcourt Brace Jovanovich, Inc.), by abstracting the items that "fit" the objectives set up in districts and regions. Data on school district, Title III region, sex, age, and grade will also be recorded during Phase II.

The Division of Guidance Services and the Division of Statistical Services in the State Department of Education will gather and process student achievement data. EPIC Diversified Systems Corporation will interpret student achievement data. The intent is to ascertain student attainment in contrast to specific instructional objectives.

Phase II results will be used as follows: 1) the objectives will be used to set criteria and to select items; 2) the items will be used to collect baseline data; 3) these data will be used to determine the extent of need in various districts, regions, and so on, measuring against performance criteria or national norms; and 4) the whole process will serve as a model for future application to the other major goal areas.

School districts will receive reports of 1971 student data, but results will not be made available to the public.

The program is expected to continue. Workshops on the writing of objectives and plans for student assessment at the local level for April 1971 have been completed. Plans are to add 40 more districts in 1971-72 to the same process of developing objectives and testing students.

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Individuals Interviewed (continued)

KENTUCKY

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REFERENCES

Kentucky Department of Education. *Goals for the schools of Kentucky.* Undated brochure.

Kentucky Department of Education. *The Kentucky Needs Assessment Study, Phase II. Pilot project: Developing and field testing performance measures in selected school districts for school year 1970-71.*

LOUISIANA

Survey of the Educational Needs of Louisiana, K-12

The objectives of this program are: 1) to ascertain the prevailing conditions of the current status of public school education in Louisiana with respect to six general areas under study (curriculum, professional personnel, pupil population, finance, facilities, and transportation); 2) to identify the critical needs of public education throughout the state with regard to the six general areas established by the Coordinating Council at Northwestern State University; 3) to determine which of the identified needs have the greatest urgency to educational practitioners in the various sections of the state; 4) to compile a report of all data collected and disseminate this information throughout the state; and 5) to develop a long-range plan designed to provide for continuous evaluation and reassessment of the educational needs of Louisiana.

The program was initiated by the State Department of Education, Title III ESEA Division. Approximately one year elapsed from the initiation of the idea to implementation of the program.

The State Department of Education, under the direction of the State Superintendent of Education, and in conjunction with Northwestern State University, Division of Research, Natchitoches, Louisiana, does the planning for the project. The Northwestern State University staff, the Louisiana State Department of Education, and the Title III, ESEA Advisory Committee determine what changes will be made.

The Title III, ESEA Section of the State Department of Education had administrative responsibilities for the project, which was conducted from September 1969 to May 1970. The amount of time spent by the Title III staff was very small since this was a study conducted by an outside organization. Approximately one-fifth of Northwestern State University's Division of Research staff time was spent on the study. This staff includes a director and 11 research assistants, among others. The Northwestern State University staff working on the project are all faculty members.

The program was funded by Title II and Title III, ESEA. The cost was $59,060 out of Title III funds and $10,000 out of Title II funds.

All students enrolled in grades K-12 in public schools representative of the 66 school districts in the state were included. Private and parochial schools were not involved. A stratified random sample of public schools was selected, based on geographical location, administrative organization (elementary, junior high, senior high, or K-12 school), and enrollment. Fifty-five parishes, 83.3 percent of the school systems, participated in the survey on a voluntary basis. They represent 87.5 percent of Louisiana's total educable population.

The cognitive areas covered by this needs assessment were: elementary language arts, secondary language arts, social studies, mathematics, science, health and physical education, music and art, vocational education, guidance and counseling, adult education, special education, and general curriculum. Supporting areas covered were: professional personnel, pupil personnel, school facilities, transportation, and school finance. The survey utilized a series of 24 questionnaires covering these areas. Superintendents and college personnel were asked to rate items of highest need, and a number of interviews were conducted accompanied by a curriculum rating checklist. The survey instruments were prepared by the Northwestern State University staff. A variety of demographic data was collected for use in the needs assessment.

Data were processed by Northwestern State University. The State Department of Education, Title III, ESEA Section, is responsible for the interpretation of the data.

Data are used for approval and/or continuation of Title III projects. It is planned that projects will be recommended in areas of greatest needs and proposals will be accepted based on results of the survey. However, due to a lack of funds, no projects have been funded since actual completion of the survey.

Reports of the survey findings were sent to the State Superintendent of Education; all Louisiana city and parish superintendents; all Louisiana college presidents; Title III, ESEA; Advisory Council members; the Governor's office and the Governor's Advisory Council; all Louisiana congressional delegations in Washington D.C.; Louisiana State Board of Education members; and the U.S. Office of Education. The State Board of Education had made general findings available through various releases to the public and to professional educators by means of news articles, seminars, and published reports. It is too early to ascertain the reactions of various groups in Louisiana to the report.

The program is expected to continue; efforts will be made to continuously update and refine it.

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REFERENCE

Northwestern State College, Natchitoches, Louisiana. *Survey of the educational needs of Louisiana, K-12.* Funded by Title III, ESEA. State Department of Education. 1969-1970. 2 vols.

MAINE

The Maine State Department of Education is in the process of building a program which will be devoted to "on-going" assessment. This program will be one function of the Department of Education; the assessment program will be one function of its Planning and Evaluation Unit. A formal set of program goals has not been prepared. However, four missions have been designated, as follows: 1) to develop in the Department of Education a planning capacity; 2) to carry out a Needs Assessment Program to isolate the most critical needs of education in Maine; 3) to examine the Department of Education itself and devise strategies to provide more effective leadership from the state level in future years; and 4) to work to develop a planning capacity within local school districts.

The Planning and Evaluation Unit will conduct the program and will have an advisory role in determining changes to be made in the nature of the program. A standing committee composed of representatives of the State Department of Education, the State Board of Education, and other agencies which have concerns for educational programs will serve as the primary advisory resource to the Planning and Evaluation Unit.

To coordinate educational planning and evaluation efforts within the state, the State Department of Education will establish a permanent Planning and Evaluation Unit, directly under the supervision of the State Commissioner. The Planning and Evaluation Unit staff members will devote 100 percent of their time to the program and will eventually consist of four professional staff members (Director, Evaluator, Educational Planner, and Systems Analyst) and secretarial assistance as needed. The Director of the Planning and Evaluation Unit came to the Maine Department of Education from the National Academy for School Executives in Washington, D.C. He is a native of Maine and received his doctorate from Michigan State University. The Evaluator holds an M.S. degree from the University of Manchester, Manchester, England. The other two positions are still open.

The program will be financed by a combination of federal and state funds, namely the grant for the Planning and Evaluation of Educational Programs (Section 402, Title IV, Public Law 90-247) and Title I and Title III. It is expected that the program will cost $157,000 for the first year and approximately the same for the following two years.

The program will include students from all age and grade levels at all schools from both rural and urban communities. A high percentage of the public schools in Maine are located in rural areas; however, a good portion of the state is changing. Its urban population is growing and might be classified as part of the greater metropolitan Boston area. Both rural and metropolitan schools will be included. Participation will be voluntary.

All cognitive and affective areas will be investigated. No instruments are being used at this time. Instruments are to be selected as needs are defined. Data will be collected about all schools. Survey data and other data will be used as needs are defined.

Responsibility for collecting and processing data will be assumed by local schools, the State Department of Education, and the University of Maine. The Planning and Evaluation Unit will be responsible for analyzing, organizing, and interpreting data. Use of data is yet to be determined but may result in the reordering of priorities and new legislation.

The State Commissioner of Education, the Legislature, and the State Board of Education will receive a formal report of the results of the program. A report will not be prepared for each participating school, but because school superintendents generally feel that feedback is important, information will be made available to local school districts. On the state level, information about "needs" will be made public via various types of media such as newspapers, radio, and television by the Planning and Evaluation Unit through the Information Office of the Department of Education.

The state assessment plans for Maine have the support of the Commissioner of Education, the State Department of Education, and the State Board of Education. The Governor's office will be a key agent instrumental in bringing about change. The Maine Teachers Association and other independent organizations will be an influencing factor. The Director thinks there is evidence of considerable support for the program from school superintendents and the State Superintendents' Association. There is no information yet on how the Legislature views the program.

The program is still in a preliminary planning stage. The direction has been set but modifications will be made as deemed necessary in implementation. One trend, expected to continue, will be for staff to spend a great deal of time working in local school districts. The Director thinks federal funding in the future will confirm this trend.

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REFERENCE

Nickerson, Kermit. Educational planning. Remarks prepared for presentation to the Maine State Board of Education on Friday, November 6. Typescript copy, November 2, 1970.

MARYLAND

Maryland is in the initial planning stage of a comprehensive statewide evaluation program, but no assessment program exists yet. The Office of Planning, Research, and Evaluation of the State Department of Education is doing the initial planning of a future program with the aid of the state's 24 school districts. It is expected that some form of legislation calling for a state assessment program will be developed in the current session of the Legislature.

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REFERENCE

Maryland Department of Education, Office of Planning, Research and Evaluation. Maryland needs assessment report, 1969.

MASSACHUSETTS

Evaluation Service Center for Occupational Education (Massachusetts and New York)

The objectives set for this Center are several: to provide a statewide data base for assessment; to serve the informational needs of local institutions concerning their programs; to keep evaluation advancements equal to the challenges imposed by growing programs; to encompass in the data collection schema equally useful information on product, process, and cost; and to accommodate decision-making requirements at both local and state levels. In effect, this is to be a systems approach to the management of vocational education, fully respectful of both local control and existing state-local relationships.

The impetus came from the Amendments of 1968 to the Vocational Education Act of 1963. Pilot testing was done one year later. The Massachusetts Department of Education is responsible for the initial planning. Among the plans is one for the Evaluation Service Center, now at the University of Massachusetts, to be administered jointly at a single location through the Research Coordination Units in Occupational Education in both states. This Center has a Director and a professional staff of six. Six schools participated in the pilot stage.

The program would be funded by the Vocational Education Act, as amended. The allocation to each of two states (Massachusetts and New York) for each of two years to cover the experimental development stage is $65,000.

A Center is being set up for a two-year trial period, after which a decision will be made about continuation. Efforts are being made to develop the Center as a permanent Massachusetts and New York Evaluation Service Center for Occupational Education. Such a center would be a source of technical support to help a local unit get the information it needs to improve its decision-making, to aid in developmental work, to provide training, and to develop measures for the objectives identified by the local unit.

Statewide Testing Program

The primary objectives of the Statewide Testing Program in Massachusetts were to help local school districts to identify instructional needs in relation to the individual learner and to ascertain, through a profile of fourth grade achievement, the status of learning by type of school district. A secondary objective will be achieved if follow-up testing is conducted in 1973-74, since at that point a measure of educational progress will be available.

The costs, covered by Title III, ESEA funds, were estimated to be $100,000.

The target population was all fourth graders in public schools and 8,000 children in Catholic schools of selected dioceses. More than 112,000 students were tested, and 1,800 schools in 350 districts participated in the program in January 1971.

Achievement was measured in reading, mathematics, language, and study skills. An aptitude measure makes it possible to estimate a child's progress according to his ability. The California Tests of Mental Maturity, Short Form, and the Comprehensive Tests of Basic Skills (California Test Bureau) were used. Scoring and reporting services were provided by the California Test Bureau.

Yearly repetition of the program is not contemplated, although there are tentative plans to administer comparable tests to seventh graders three years hence.

Needs Assessment and Planning Project

The objective of this project is to develop instruments that local education agencies can use to execute their own needs assessments and techniques they can then employ to formulate optimum program packages designed to meet the needs. Such instrumentation and procedures are seen as a way to increase probabilities that the new money needed to mount efforts for constructive educational change will be obtainable.

The program is financed by Title III, ESEA funds. The project receives $100,000.

Urban schools (the Educational Collaboration for Greater Boston) and a coalition of suburban schools (the Merrimack Education Center) will participate in the program initially.

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REFERENCES

Conroy, William G., Jr. (Ed.) *A guide to evaluation: Massachusetts information feedback system for vocational education.* First Technical Progress Report, September 1969. Woburn: Massachusetts Vocational Education Research Coordinating Unit.

Conroy, William G., Jr., and Cohen, Louis A. *A planning document: Massachusetts and New York Evaluation Service Center for Occupational Education.* Albany: University of the State of New York, Bureau of Occupational Education Research, May 1970.

Massachusetts Department of Education. Design for proposal preparation and program validation based on objective performance criteria and educational accountability principles. Program Validation System, an institute convened by the Commonwealth of Massachusetts Department of Education, November 5 and 6, 1970.

Massachusetts Department of Education. Why is the State Department of Education embarking on a testing program? Mimeograph, September 1970.

MICHIGAN

Michigan Educational Assessment Program 1970-71

This program is in its second year and will provide basic information needed for: 1) allocating the state's educational resources to equalize and improve the quality of educational opportunities for all children; 2) assisting school systems in making local decisions regarding allocation of resources and design of educational programs; 3) assessing students' progress and identifying students with extraordinary need for help to improve their competence in basic skills; and 4) assessing the progress of the Michigan educational system as a whole.

The Bureau of Research, Evaluation and Assessment initiated the program in the winter of 1968-69. The Governor signed the bill authorizing funds for the project in August 1969.

The main responsibility for determining policies rests with the State Board of Education. Much of the planning work is carried out by the State Superintendent and his staff with the advice of the staff of the Bureau of Research, Evaluation and Assessment. The State Board of Education and the State Superintendent and his staff, with the advice of the staff of the Bureau of Research, Evaluation and Assessment, determine what changes will be made.

The Bureau of Research, Evaluation and Assessment has overall responsibility for planning and coordinating the program statewide. The program has been operated with four full-time assessment people and with half of the director's time. Four or five other members of the Bureau's staff have also worked on the program on a partial basis. Two members of the assessment staff have near-doctorates, and there are others on the staff with master's degrees.

The State Legislature allocated funds for the program. Cost for operation of the program during 1970-71 was approximately $350,000.

MICHIGAN

Students in the fourth and seventh grades, a total of 320,000 students (160,000 in each grade level), were tested in 1970-71. Students receiving itinerant services (for example, children hard of hearing, physically handicapped, possessing speech impediments, or mentally retarded) in addition to those receiving instruction in regular class programs in reading, English, and mathematics were required to take the assessment battery. Full-time students in special education programs for the retarded were not included. Since the program is mandated by law, every public school district in the state was included. Private schools were not sampled because Michigan state law bans certain types of public assistance to private schools.

Students are tested in the areas of verbal analogies, reading, English (mechanics of written English), and mathematics. They are also tested in three attitudinal areas: attitude toward school, attitude toward school achievement, and self-perception. The Michigan Assessment, which includes measures in basic skills and student background, was used. Measures of school resources (such as human, financial, program, and facilities) were also compiled from district and state records. Educational Testing Service (ETS) constructed the tests from specifications approved by a special committee (Ad hoc Assessment Battery Specifications Committee) selected by the Department of Education.

Students completed a form anonymously, providing information about socioeconomic status. Data were also collected on the district dropout rate, compiled from the Department's annual dropout study.

Data processing is being handled by ETS. Interpretation of the data is the responsibility of the State Department of Education with the assistance of ETS.

Results are being used to provide information to the State Department of Education, the local school districts, the public, and the Legislature to enable them to determine how well the objectives of the program are being achieved and how efficiently the educational system is functioning. The State Superintendent will use the data to determine the rationale for the distribution of available funds. The results will also be used to determine the need for compensatory education programs and evaluate the differential effectiveness of education across districts. The first year's results were used to spell out the objectives for the second year in greater detail. Legislation to allocate state aid for compensatory education programs according to the results of the assessment was adopted.

Formal reports of the program go to the State Board of Education, the Legislature, and the State Department of Education. Each participating school receives a report of the test results. Certain reports are also made available to the general public. The Bureau of Research, Evaluation and Assessment distributed the results for 1969-70. In the case of data for school districts, the district superintendents make the reports available. Three general types of data will be reported for 1970-71: 1) data regarding large groups of districts, schools, and students; 2) data regarding individual districts and schools; and 3) data regarding the educational achievement of individual students.

A wide range of opinion exists regarding the effectiveness of the program. The legislators wanted comparative data on individual districts. Many school officials object to the public release of data for individual schools and districts in spite of the fact that the State Superintendent has ruled that they be released. It is thought that most parents support the basic skills assessment, but that many object strongly to the collection of the socioeconomic status data.

The major problems connected with the program have included objection to the collection of socioeconomic status data, timing of the assessment effort, and the goals established. It has also been stated that the tests are biased toward white middle-class students. There have been a number of political problems related to the public release of the data, for example, whether there should be public release of comparative data and relative standings of individual school districts.

The program will probably continue for some time, but it will be modified in a number of ways including the possibility of testing every other year. It is also anticipated that the program will include the eleventh grade. Socioeconomic status data may not be used in the future.

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REFERENCES

Kearney, C. Philip, and Huyser, Robert J. The Michigan assessment of education, 1969-70: The politics of reporting results. Paper delivered at the annual meeting of the American Educational Research Association, New York, New York. February 1971.

Michigan Department of Education. *Purposes and procedures of the Michigan assessment of education.* Assessment report no. 1. August 1969.

Michigan Department of Education. *Activities and arrangements for the 1969-70 Michigan assessment of education.* Assessment report no. 2. December 1969.

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Michigan Department of Education. *Local district report: Explanatory materials.* Assessment report No. 6. 1970.

Michigan Department of Education. *Objectives and procedures of the Michigan educational assessment program 1970-71.* Assessment report no. 7. 1970.

Michigan Department of Education. *Levels of educational performance and related factors in Michigan: A supplement.* Assessment report no. 9. 1970.

Michigan Department of Education. *The common goals of Michigan education, tentative.* September 1970.

MINNESOTA

Minnesota High School State-wide Testing Program

The Minnesota High School State-wide Testing Program aims to help students, teachers, counselors, and administrators in making educational decisions, evaluating past performance, and planning future actions. The program was initiated in 1946 by the Committee on Minnesota High School-College Relations, a joint committee of the Minnesota Association of Secondary School Principals and the Association of Minnesota Colleges. The time from initiation of the idea to implementation was three years.

The Student Counseling Bureau of the University of Minnesota administers the program. The Committee on High School-College Relations, with advice from the Student Counseling Bureau, determines how the program is conducted and what changes will be made.

Specific responsibilities of the Student Counseling Bureau include: 1) furnishing test materials, 2) providing scoring services, 3) reporting test results, 4) developing Minnesota norms, 5) conducting research on the meaning of test scores, and 6) providing interpretative aids and consultation services to schools. The staff and portion of time devoted to this program are as follows: Director-5 percent, Assistant Director-25 percent, Technical Director-25 percent, School Testing Consultant-50 percent, Operations Supervisor-50 percent, six permanent clerical-technical support-100 percent, and five temporary clerical-technical support-100 percent. The four professional staff members have doctorates in psychology or educational psychology.

The program is financed by user fees, with minor funds from Title III. A fee is charged for each test, as indicated below.

Any Minnesota high school (public or private) with grades 7, 8, 9, 10, 11, or 12 is eligible for inclusion in the program. The entire program is voluntary. About 90 percent of the Minnesota school systems participated in the program for one or more tests at one or more grade levels last year.

Tests include the following:

Tests	*Grades*	*Fee per Student*
Lorge-Thorndike Intelligence Tests, Multi-Level Edition (Houghton Mifflin Company)	7, 8, 9	$ .50
Differential Aptitude Test Battery, Form L – DAT (The Psychological Corporation)	8, 9, 10	1.00
Iowa Tests of Basic Skills – ITBS (Houghton Mifflin Company)	7, 8	1.15
Stanford Achievement Tests, Advanced Battery (Harcourt Brace Jovanovich, Inc.)	7, 8	1.15
Iowa Tests of Educational Development, Form 4-ITED (Science Research Associates, Inc.)	9, 10, 11, 12	1.15
Stanford Achievement Tests, High School Battery (Harcourt Brace Jovanovich, Inc.)	9, 10, 11, 12	1.15
Minnesota English Test (publisher not given)	11, 12	.40
Minnesota Counseling Inventory – MCI (The Psychological Corporation)	9, 10, 11, 12	.55
Strong Vocational Interest Blank – SVIB (The Psychological Corporation)	12	.80
Minnesota Vocational Interest Inventory – MVII (The Psychological Corporation)	11, 12	.80

Optional data such as class marks, special group placements, teacher and section assignments, identification numbers, and so forth may be collected to allow for local research projects and administrative convenience.

The Student Counseling Bureau provides scoring services. Test results, norms, and interpretive aids are also provided.

Results are used primarily for guidance and counseling purposes, but they are also used in local schools for administrative and instructional purposes. No statewide actions have been taken on the basis of results of this program. However, many schools use the data in decisions on the local level. Considerable research has been done using these data.

Results are reported by the Student Counseling Bureau to local schools requesting the services. Statewide norms and expectancy tables are prepared by the Student Counseling Bureau and published by the Pupil Personnel Services Section of the State Department of Education. The dissemination of results to the public, if any, is done by the local schools.

The program is expected to continue. New test forms, item summary reports, and new reporting approaches may be included in the future.

Minnesota College State-wide Testing Program

The principal objectives of the Minnesota College Statewide Testing Program are: 1) to assist students in finding desirable types of education and training; 2) to provide students and their counselors, teachers, and school administrators with information for educational and vocational planning; 3) to help high schools and colleges identify superior students early in their academic careers; 4) to assist colleges in classifying according to their needs those students who have been admitted; 5) to furnish educators with a continuous inventory of talents latent in the youth of the State; 6) to provide information to further the science of predicting human behavior and educating young people; and 7) to provide admissions testing and counseling.

The program was initiated around 1921. The Association of Minnesota Colleges assumed sponsorship of the program in 1929. It is administered by the Student Counseling Bureau of the University of Minnesota and sponsored and paid for by the Association of Minnesota Colleges. Major policy is established by the Minnesota Committee on High School-College Relations, a committee of the Association of Minnesota Colleges and the Minnesota Association of Secondary School Principals with representation from other Minnesota educational organizations.

Administrative responsibilities of the Student Counseling Bureau in the program include design of answer sheets; development of norms, scoring, and reporting of results; storing test materials; development of manuals and test materials; providing advisory service to schools and colleges using results; and conducting research. The bureau also suggests changes in the program that are passed on by the advisory committee. Four professional staff members, one statistician, one full-time computer programmer, and 25 clerical staff members devote 20 percent of their time on an annual basis to this program. The professional staff all hold the Ph.D. in psychology or educational psychology.

The program is financed by the Association of Minnesota Colleges on a prorated basis, using the number of entering freshmen from Minnesota high schools. The cost is around $35,000 annually but this varies according to procedures in a given year, changes in program, labor costs, inflation, and so on.

All Minnesota high school juniors are eligible. Participation is on a voluntary basis. The estimate is that more than 95 percent of the schools participated last year.

The Minnesota Scholastic Aptitude Test (MSAT) is given to the students. Since 1965 a questionnaire, which covers background information and occupational and educational plans, has been administered in conjunction with the test.

The University of Minnesota's Student Counseling Bureau processes and interprets the data. The results are used by high schools for counseling and guidance of students into appropriate occupations and education, by colleges in recruiting students felt most appropriate for their institutions and in counseling students once admitted to college, and by planning agencies in Minnesota concerned with post-high-school education.

Expectancy tables are published periodically showing the relation of test scores to grades in all Minnesota colleges. Some colleges require the MSAT as a formal admissions requirement. The State Scholarship Commission requires the MSAT as a basis for awarding scholarships. The Minnesota Higher Education Coordinating Commission uses the results to funnel reports to legislators and other state officials. Planning commissions, which decide on location of new colleges, use these data to help locate colleges.

Results are made available through the Student Counseling Bureau. Minnesota colleges and vocational schools receive reports, as does a statewide scholarship service, the Minnesota State Scholarship Commission. Results are also sent to high school counselors in order to help them in their work with individual students. Results are made available only to qualified persons, not to the general public. Various facts and figures are made available to the State Legislature via agencies such as the State Coordinating Commission on Higher Education. However, it is not known how legislators view the program.

About 504 public and private school systems in Minnesota are involved in the program. In general, it is well accepted and most schools have built in the MSAT as an integral part of their own testing program. Some now have integrated the questionnaire results into their own information system. Most objections center in the program's being an "outside" program, somewhat like the College Board and the American College Testing Program, and infringing upon school time.

The program was first of all a college selecting and recruitment program. Second, it became an important counseling and guidance program for both high schools and colleges. Its emphasis remained heavily on college attendance and on occupations requiring college degrees. It is now being studied and modified to provide useful information to the whole spectrum of high school students for their post-high-school planning.

Minnesota High School Achievement Examinations

The primary purpose of this program is to provide the measurement services required in Section 121.11, Subdivision 9, of Minnesota Public School Laws. This law requires subject examinations to be given in grades 7-12 in May of each year if requested by the superintendent.

Planning and conduct of the program is undertaken jointly by American Guidance Service, Inc. (AGS), Circle Pines, Minnesota, professors from St. Cloud State College, and the State Department of Education. Representatives of local education agencies collaborate on program development.

The staff of American Guidance Service, in conjunction with professors from St. Cloud State College, coordinate the program. AGS develops the tests, distributes the test materials, and processes the data. The program is supported by user fees.

Both public and private schools may request this service for use in grades 7-12. Participation is on a voluntary basis.

The subject areas covered are language arts (grades 7-12), mathematics (grades 7-9), elementary algebra, advanced mathematics, geometry, trigonometry, social studies (grades 7-12), science (grades 7-9), biology, chemistry, physics, and bookkeeping. The 26 Minnesota High School Achievement Examinations in these 12 subjects are used. Where several grades are listed for one subject, there is a separate test for each grade in the subject. Local schools select the tests they will use. Since the program is optional, they can use other tests to meet the requirements stated in Section 121.11, Subdivision 9. This program is an optional service provided to the schools to meet the requirements of the Minnesota Public School Laws.

Scoring and interpretation of the data are done by the local schools. Normative data are provided by AGS. Results are used by local schools in the assessment of student achievement. Other uses are for the improvement of instruction, surveys, curriculum analysis, group diagnosis, individual pupil progress, educational and vocational guidance, and public interpretation of schools.

Subscribing districts receive summary reports. The State Department of Education prepares a report for the Minnesota Legislature.

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REFERENCE

University of Minnesota, Student Counseling Bureau. *Minnesota High School State-Wide Testing Program, 1970-1971.*

MISSISSIPPI

The state educational evaluation program in Mississippi is in the early stages of planning. No additional information is available, but it is likely that details of the plan will be available by the end of 1971.

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MISSOURI

Missouri School Testing Program

This program is designed to provide testing services at a reduced cost to public institutions in the state. In addition to their use by local school districts, the scores for all the tests used are available to the State Department of Education for assessment and research projects.

The program was originally offered by the State Department of Education under the provisions of Title V of NDEA. This arrangement existed from 1960 to 1969, when the activities were transferred to the state under the provisions of the Elementary and Secondary Education Act (ESEA).

Program planning is currently under the Director of Guidance Services in the State Department of Education. Such planning is coordinated with the Guidance Department of the College of Education at the University of Missouri. The main responsibilities for administering the program are divided between the State Department of Education, which provides for the planning and guidance to the schools, and the Guidance Department of the University of Missouri, which carries out the operational aspects of the program.

The program is now funded partially through state funds derived from federal support and through fees charged to the participating schools. The fees charged to the participating schools do not cover the full costs of operation and, under the current arrangement, the State Department of Education makes up the difference. At one time, when it was operated through National Defense Education Act (NDEA) funds, the program was offered free. However, under the present financial arrangement only the Ohio State University Psychological Examination (OSUPE) and the General Aptitude Test Battery (GATB) are offered without charge.

Students in grades 9 through 12 participate in this program. Only public schools are eligible, and participation is on a voluntary basis. However, substantially all of the institutions make some use of the program services.

The program is designed primarily to provide measures of cognitive ability for the purpose of measuring academic aptitude and achievement. The program does provide scoring services, however, for some vocational interest inventories. The approved tests for academic achievement are the Sequential Tests of Educational Progress-STEP (Educational Testing Service), the Iowa Tests of Educational Development-ITED (Science Research Associates, Inc.), and the California Achievement Tests-CAT (California Test Bureau). For the scholastic aptitude tests the schools may choose among the School and College Ability Tests-SCAT (Educational Testing Service), the California Tests of Mental Maturity-CTMM (California Test Bureau), or part 1 and part 2 of the Differential Aptitude Tests-DAT (The Psychological Corporation). The multiaptitude tests available to the schools include: the GATB (U.S. Employment Service) and the DAT. For college aptitude tests, the schools may choose between the OSUPE (Ohio College Association) and the SCAT.

Responsibility for administering the program and processing the raw data has been assigned to the Guidance Department of the University of Missouri at Columbia. It is responsible for scoring and reporting the results to the participating high schools. It also provides, through sampling procedures, appropriate norms on a statewide basis. There are no separate norms for groups such as urban, suburban, or county schools. Analysis of the results for individual students and schools is the responsibility of each school.

Test results are used primarily by local institutions for guidance of students and for evaluation of educational programs. Some of the test scores, particularly those for the OSUPE and the SCAT, are used for college admissions. The State Department of Education has made wide use of the results in assessing the eucational needs of the state, as discussed in a report entitled "A Study of Educational Needs" prepared by the Division of Instruction of the Missouri State Department of Education. The data have also been used by the Missouri Commission on Higher Education in a number of their statistical reports.

Reports of the results are retained by the Guidance Department and are available for use by the State Department of Education for research activities and the preparation of summary data. The results of the program are provided to the participating schools, who in turn may relay them to individual students and parents. The schools may also furnish copies of individual pupil results to colleges and universities at the request of the students. Summary reports are available to the public.

The program has been well received by the schools, with excellent cooperation between the State Department of Education, the University of Missouri, and participating institutions.

It is likely that this program will continue for the immediate future since it does offer a needed service to secondary schools. The major problems the program has encountered are related to lack of adequate financial support. As a result, since 1969 the schools have been required to "pick up the tab" for most of the services. There is also an extremely strong attachment to the OSUPE, inasmuch as this test has been administered in the secondary schools for over 30 years. Unfortunately, this provides a duplication of tests for many high school seniors who are required to take the Missouri Colleges Testing Program. The State Department of Education and many colleges feel that in spite of the difficulty of the OSUPE for high school seniors, it does provide an excellent means of screening applicants for college admission. For the immediate future any testing programs in grades 11 and 12 will probably have to include this test.

Arrangements are being made to move the Missouri School Testing Program to a self-sustaining basis. Within the State Department of Education there is interest in providing a modification of the administrative arrangements that will make it more attuned to the current educational needs of the secondary schools.

Missouri Colleges Testing Program

This is a program designed to meet the needs for information about academic ability, academic achievement, and related information for students planning to attend institutions of higher education in Missouri. The statement of purposes has been formulated and approved by the steering committee for the program. Assistance in formulating objectives was also obtained from the Missouri Association of Secondary School Principals and the High School-College Relations Committee.

The initial impetus came from a group of deans, registrars, and admissions officers representing Missouri's colleges and universities. The initial discussions occurred in 1959, and the plan was implemented in 1962. The program was planned by the steering committee; planning continues to be handled through the representatives of the member institutions. All Missouri institutions of higher education are eligible for membership and may participate on a voluntary basis.

The Missouri Testing and Counseling Center of the University of Missouri has overall responsibility. Administration is handled by the director of the center with the aid of two assistants. One assistant is primarily responsible for research and statistics and the other for administrative details. The preparation and dissemination of reports is handled by the staff of the Testing and Counseling Center, with scoring done by optical scanners on the University of Missouri campus at Columbia. All professional staff members involved in the direction of the program have appropriate training at the graduate level.

In the past, funding has been accomplished largely through the budget of the Testing and Counseling Center. Also, a modest membership fee is charged to partially cover the expenses of administering the program. The Rolla and Columbia campuses of the University of Missouri provide personnel and facilities for operating the program.

The program is offered for high school seniors and graduates planning to attend a Missouri college, either private or public. Approximately 30 universities and colleges of the state participate on a voluntary basis.

At the present time the program is limited to testing of cognitive areas for the purpose of placement at the college level, particularly in the fields of English and mathematics. The tests include the School and College Ability Tests (Educational Testing Service), an English placement test (Harcourt Brace Jovanovich, Inc.), and a locally constructed mathematics placement test. Some background information is obtained on the answer sheets, but extensive biographical data are not collected for each student. It is planned to include a biographical inventory, but this has not been accomplished.

Interpretation of the results of this program is left in the hands of the college officials who receive the scores, with some inservice training by the Testing and Counseling Center staff. The distribution of individual scores is limited to the participating colleges, and score data are not fed back to the high schools or to the individual pupil. This has been a criticism of the program. Summary data and research reports are offered on a wider distribution, however.

University representatives are very positive about the value of the program and extremely interested in its continuation. However, there appears to be some slackening of interest and, from some quarters, an urging to use one of the national testing programs. The fact that some of the larger private universities do not use the service has had a detrimental effect on its adoption by many of the smaller private schools. Despite some defection among the institutions that have participated, there continues to be wide interest in the project.

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REFERENCE

Missouri State Department of Education, Division of Instruction, Title III, ESEA. *Missouri: A study of educational needs.* June 1970.

MONTANA

Evaluation for Educational Planning and Decision Making in the State of Montana

This program is in the developmental stage and will begin to be implemented within three years. The objectives at this stage are the trial testing and development of an information and evaluation system to monitor educational programs within the state and enable decision-makers at all levels to make better decisions. The program will consist of procedures and materials for context evaluation, input evaluation, process evaluation, and product evaluation.

The Office of the State Superintendent of Public Instruction initiated the idea. Seven months have passed from the availability of staff to work on the project to the first phase of field testing. The context evaluation should be developed, field tested, and implemented on a statewide basis within three years. The other three evaluations will be developed, field tested, and implemented on a statewide basis over the next six years.

The Assistant Superintendent for Research, Planning, Development, and Evaluation and his staff plan and coordinate the program. Nine professionals are on this staff. The State Superintendent and an advisory board consisting of four Department of Public Instruction staff members determine what changes will be made.

Title IV, Section 402, funds are used, but information concerning cost is not yet available.

Professional personnel within the office of the State Superintendent of Public Instruction, students in grades 1-12, and public school districts are included as targets for this evaluation program. Two districts have participated in field testing to date. Participation will be required for all public school districts when the program is developed.

The program staff plans to use both locally developed and nationally standardized tests. The Montana State Department of Public Instruction will process the data, with the Assistant Superintendent for Research, Planning, Development, and Evaluation specifically responsible. Interpretation will be done by the Office of the State Superintendent of Public Instruction.

At the end of each phase, reports will be issued from the office of the Assistant Superintendent for Research, Planning, Development, and Evaluation to personnel making educational decisions at all levels, from the State Superintendent to the classroom teacher. Plans also call for results to be released to the public.

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REFERENCES

Arthur D. Little, Inc. *Educational needs in Montana: An analytic study*. Report to Superintendent of Public Instruction, State of Montana. March 1970.

Arthur D. Little, Inc. *Educational needs in Montana: An analytic study. Annex I: Questionnaires and response distributions*. Report to Superintendent of Public Instruction, State of Montana. March 1970.

NEBRASKA

Nebraska Statewide System of Testing

The program objectives of the Nebraska Statewide System of Testing are to derive goals of education and to develop a statewide system of testing to measure progress toward these goals. The State Board of Education initiated the idea in February 1970. The program is permitted in a legislative bill of 1969. The program is currently at the state of adopting goals. A time schedule has not been established.

The Nebraska State Department of Education determines how the program is conducted and what changes will be made. The Coordinator of Research, Planning, and Education, State Department of Education, and two consultants coordinate the program. Their specific responsibilities are to direct studies, to assemble data, and to analyze and report progress toward goals. There are 2.5 professional staff members working on this project and they have graduate degrees in education.

The program is currently financed by state funds. Cost figures are unavailable.

The target population includes all public school students in grades K-12. Public schools participate on a voluntary basis; nonpublic schools are excluded from the program.

Plans are to develop tests of achievement toward nonacademic objectives first, using the Utah Student Information System format. The areas to be measured will be determined by an analysis of the goals of education in Nebraska. Tests will be selected for their congruence with these goals. They will be prepared by the Nebraska State Department of Education and the Utah State Department of Education.

The processing of data so far has been accomplished within the State Department of Education. The data will be interpreted by the State Department of Education with the technical assistance of a consultant. According to the adopted policy of the State Board of Education, "The results of testing for achievement and accomplishment can be used to guide the continuing reexamination of the education goals for Nebraska." Statements of goals, aims, and curricular or social objectives, and the accumulation of information on activities, item responses, and observations provide the data base to determine statistical significance, social signficance, and cost benefit of goal attainment.

The results are currently made available by the State Department of Education staff to educational, political, and social decision makers in Nebraska. They are also made available to the public, and special reports are prepared for each participating school. Parents can anticipate goal attainment reports, to be issued by July 1973.

The program is now viewed by schools with considerable questioning and concern for the outside assessment aspect, but little can be said about its future since the program is still in the developmental stage.

Title III, ESEA Testing Program

The intent of this program is to measure change over years of schooling. The initiation of the program was a cooperative effort of the Nebraska Title III, ESEA staff and the staff of the Planning and Evaluation section of the Nebraska State Department of Education. The State Department of Education, with the approval of the U.S. Office of Education, determines how the program is conducted and what changes will be made.

The Title III, ESEA Administrative Director, Nebraska State Department of Education, coordinates the program. His specific responsibilities are to establish specifications for test programs and select a vendor, to notify schools, to conduct the program, and to assign appropriate staff to follow up. There is one professional staff member; 25 percent of his time is spent on the project. His qualifications include a master's degree and experience in Title III, ESEA programs.

The program is financed by Title III, ESEA funds. The cost was $19,000 during fiscal year 1971 for the public school portion.

Only students in grade 9 participated this year. Beginning in the fall of 1971, testing will be done in grade 7; in 1972 it will be done in grade 11; and in 1973 it will be done in grade 9 again. Such a schedule allows follow-up of the same students each two years and validates the norms established. Participation of public schools is on a voluntary basis. About 55 percent of the Nebraska schools participated in the fall of 1970. Most of the nonparticipating schools are those in large city districts. Private schools are not included under this program; the U.S. Office of Education makes a separate contract for service to nonpublic schools, with no obligation to utilize the same program specified by the Nebraska State Department of Education.

The areas investigated are the subject matters of English expression, mathematics, social studies, natural science, and use of sources of information. In the future it is planned to collect information on socioeconomic level and other non-school influences. The Iowa Tests of Educational Development - ITED (Science Research Associates, Inc.) were used in the fall of 1970. This or a similar battery will be used in the future. Tests are chosen by the State Department of Education.

The data are processed under contract with the test publishers and interpreted by them. The results will be used by the State Department of Education to establish and validate needs, and by local schools for student guidance and assessment. Information gathered during the fiscal year 1971 testing is currently being analyzed to validate needs established in 1969.

The State Department of Education will receive score averages for districts grouped by 14 socioeconomic regions, by 17 education service units, and by 26 economic regions. Each school receives a report for its students which includes pupil profiles and score labels. The results are available to the public only on request.

The program is viewed positively by the schools and will continue as long as Congress appropriates funds. The Title III, ESEA Administrative Director expects 75 percent participation by the schools in the future.

Title I Educational Information System

The program objectives are to provide management information to the State Director of Title I, ESEA and to meet federal report requirements. The State Department of Education initiated the program. The time from the initiation of the idea to its implementation was four months. The State Department of Education (Title I evaluator in cooperation with Title I staff) determines how the program is conducted and what changes will be made. The program is financed by Title I, ESEA funds.

The Title I Program Consultant in the Nebraska State Department of Education coordinates the program. His specific responsibilities include design, development, and implementation of data collection and analysis. This consultant spends 25 percent of his time on the program and has a Master of Arts in Educational Psychology.

Information is collected on all grade levels in all schools with operational Title I projects; however, the immediate focus is on grades 4, 5, and 6 in these schools. Test score reports are required of all local schools for students involved in Title I programs. A total of 322 Nebraska school districts participated last year.

The target area is reading, and various standardized instruments prepared by several test publishers are used. Local schools select tests they wish to use in conjunction with Title I programs. Other information collected includes Title I expenditures by project and activity, characteristics of Title I staff, and selected student characteristics.

The data is processed by the Division of Administrative Services, a state agency independent of the State Department of Education. The State Department of Education stores and analyzes the data. Information on pupil characteristics and activities is collected for progress analysis over the next five years. Reports will be sent to the schools when data are available for at least a two-year period. Results are available to the public as a part of the local school Title I evaluation report. Progress reports are available on request from the State Department of Education.

The project plan calls for five years of data collection; consequently, it will continue at least until this phase is completed.

INDIVIDUAL INTERVIEWED

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REFERENCES

Nebraska Department of Education. Testing program: Prescription for fiscal year 1971 (a Title III evaluation program).

NEBRASKA

Nebraska Office of the Commissioner of Education Task Force. Report no. 1 in three parts: (a) The assessment process, (b) Program recommendations, and (c) Uses and limitations of tests. Materials given to the State Board of Education during the Commissioner's appearances on the testing question. November 1969.

Nebraska Office of the Commissioner of Education Task Force. Report no. 2: Overview: Statewide system of testing. Material given to the State Board of Education during the Commissioner's appearances on the testing question. January 1970.

NEVADA

Nevada Educational Needs Assessment for 1970

The program has as its major objective the development of "a continuing effort to assess educational progress in Nevada. The goal is to establish an ongoing assessment and evaluation of educational progress, teacher effectiveness, and student performance." This summary is concerned primarily with the study aspects of the program conducted in 1970.

The State Department of Education initiated the program in November 1969 and implemented it in February 1970. The program was developed by the State Department of Education and the Research and Educational Planning Center of the University of Nevada. The State Department of Education determines what changes will be made in the program.

The State Department of Education developed the Needs Assessment Program and coordinated the contract with the Research and Educational Planning Center of the University of Nevada, which conducted the study. A special task force of the State Department of Education was convened to plan, recommend, and coordinate the program. The task force utilized the model developed for the Wisconsin Needs Assessment and obtained consultant assistance from nationally recognized authorities in evaluation.

The program was funded by Title III, ESEA. The cost was $20,473.

The population for the study aspect of the program was composed of a sample of school board members, high school students, educators, and citizens from all regions of the state including urban, rural, and remote rural locations. Participation was on a voluntary basis.

The areas investigated were: 1) the imperative educational needs as perceived by school board members, educators, students, and selected citizens; 2) the priorities assigned to specific and composite educational needs; and 3) the need priorities distributed in the urban, rural, and remote rural areas of the state. The Wisconsin perceptual needs assessment techniques were employed with minor revision as the major study procedure. Interviewees reacted to 10 structured statements for 10 topical areas (curriculum subject fields, level of education, occupational and prevocational programs, teacher personnel, administrative services, pupil services, budget, instructional methods, educational programs, and inservice education). No additional data were collected. The measures were selected by the task force and prepared by the Research and Educational Planning Center of the University of Nevada.

Data processing was done by the Research and Educational Planning Center under contract with the State Department of Education, which summarized and analyzed the data.

The program sought to identify the critical educational needs of Nevada as perceived by various population groups. The data were summarized and analyzed, and the critical needs were identified. The critical needs as defined by the 1970 needs assessment were then utilized as an information base to solicit Title III project proposals from local districts. The data were also used for designing a student performance-based needs assessment program to be tested in 1971-72.

A new division of Educational Planning and Evaluation became operational as of November 2, 1970, with an associate superintendent as director of the division, supported with consultants in information systems, planning, assessment, and evaluation. The Division of Educational Planning and Evaluation is currently designing a statewide process of developing performance objectives for individual classrooms, regions, and the state as a whole.

The State Department of Education publishes the results of this program. A report is prepared for each participating school district and results are made available to the public. Data compiled from the report are disseminated through the State Department of Education Newsletter which is mailed to a comprehensive audience within and outside the state.

The second phase of needs assessment will involve the selection of tests or other instruments to assess the performance objectives with a sample of the student population throughout all geographical areas of Nevada. The needs assessment currently being conceptualized will focus upon three topics: student performance, program status, and societal expectancies. The program is expected to continue.

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REFERENCE

Nevada State Department of Education, Assessment Committee & Research and Educational Planning Center. *Education in Nevada: An assessment for 1970.* October 26, 1970.

NEW HAMPSHIRE

The goals and objectives of the New Hampshire state testing program are global in nature. A formal set of goals is being prepared by the Department of Education, and the total staff will participate in their preparation. The State Commissioner of Education, the State Department of Education, the State Board of Education, the Governor's Office, and the Bureau of Educational Research and Testing Services at the University of New Hampshire in Durham were instrumental in the initiation of a Needs Assessment Study in New Hampshire.

The Director of Research and Testing determines how the state testing program is conducted and what changes will be made in it. The State Department of Education has established an office of Planning and Evaluation, which is charged with coordinating educational planning and evaluation efforts.

The Director of Planning and Evaluation will coordinate the details of administering the program statewide, exclusive of the state testing program. Funds available from Title IV, Section 402 will support a director, one educational planner, one evaluation specialist and two nonprofessional support personnel. These individuals will devote full time to planning and evaluation activities. The 402 unit coordinates activities with personnel supported from other funds; these include one educational planner, two evaluation specialists, one systems analyst, and one testing director. These individuals are spending varying amounts of time on evaluation activities. The Director and consultants have graduate degrees in education. The Director has participated in several institutes on research and planning and has been involved in evaluation activities for four years.

The program will be financed by several sources of funds – federal, state and local – primarily ESEA, Title IV, Section 402 and other federal programs including ESEA, Title III, Title II, and Title VI. The Research Coordinating Unit of the Division of Vocational Education, the Division of Vocational Rehabilitation, and local school district contributions will also be utilized.

The current state testing program covers grades 4, 6, 8, and 10. A variety of other educational assignment activities are used at other grade levels. Participation is on a voluntary basis. Most parochial schools participate, but there is extremely limited participation by other independent schools.

The emphasis in state testing is now in the areas of language arts, science, social studies, reading, mathematics, and IQ or mental ability. It is expected that additional cognitive and affective areas will be included in the future. Problems of special concern include students with learning disabilities, students with different rates of learning, and the matching of teaching methodology with learning rates and modes. The tests now used are the Otis-Lennon Tests of Mental Ability and the Stanford Achievement Tests in grades 4, 6, and 8, and the School and College Ability Tests, the Cooperative English Tests, and the Stanford Mathematics Tests in grade 10. The School and College Ability Tests and the Cooperative English Tests are published by Educational Testing Service, the other three tests by Harcourt Brace Jovanovich, Inc. These instruments were chosen by the State Department of Education. Related data collected include name of school, school size, county, sex, age, previous course work, cost of instructional programs, and teacher salaries.

The Bureau of Educational Research and Testing Services at the University of New Hampshire in Durham will be responsible for collecting and processing the raw data. The State Department of Education, primarily the Director of Research and Testing, assisted by the staff of the Planning and Evaluation Unit, will be responsible for analyzing, organizing, and interpreting the data. Results of the Needs Assessment Studies/Activities are being used to develop exception reports and status studies. It is proposed that the data be used for an Index of Effectiveness Study.

The Director of Research and Testing, assisted by the Planning and Evaluation Unit, issues the reports. The Commissioner of Education, the State Board of Education, and participating schools will receive a formal report of the results of the program. Program results for individual schools will be made available to the public on request.

The Majority Leader of the House views the program positively. Some school personnel, however, question the value of such a program. Major concern is expressed over the specifics of the state testing program rather than over the concept of state testing. Some parents also question the value of such a program. There has been no opposition from the State Teacher's Association, which has not been officially involved in the program. Most groups in the state are said to desire that more be done.

The program is likely to continue, with modifications expected. Future plans call for the development of a comprehensive reporting and evaluating system via implementation of the Belmont system, a management information system (the first year systems design is about completed), and the training of State Department of Education staff in futuristic planning via individual study and a regional workshop to be held during the spring. Also, more areas in the cognitive and affective domains will be covered.

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REFERENCE

New Hampshire State Department of Education. *Needs assessment study project, final report, ESEA, Title III.* 1970.

NEW JERSEY

Statewide Testing Program

The primary objective of this program, now in the early planning stage, is to develop a measure to be used as an assessment of the level of basic skills produced by the educational system in New Jersey. The State Department of Education initiated the idea with slight prodding from the Legislature. (The Bateman legislation, which will become law on July 1, 1971, is an incentive equalization program of state aid to school districts.)

The Bureau of Evaluation of the State Department of Education will do the initial planning. Currently, the Bureau staff is writing a position paper on statewide testing as part of this planning. The Branch of Evaluation, Office of Management Information, will coordinate the program when it is initiated. Other agencies, including Educational Testing Service and educational leaders from such states as New York, Pennsylvania, Michigan, Ohio, Georgia, Texas, and California, will be involved on a consulting basis. The source of funding has not been determined.

The two areas most likely to be assessed initially are basic skills in the language arts and mathematics. Noncognitive areas might also be included. It has not yet been determined what grades or groups of students will be tested; however, participation on the part of schools will probably be voluntary for the first two years.

The results may be utilized by school districts as one of the many criteria for assessment in determining the allotment of state funds to the districts and for statewide assessment of education.

For the most part, schools have expressed concern about *any* state-imposed testing of local students, whatever the reason. If, however, state law says that the schools with the "best" plans for educational programs will get more money from the state, the Department staff feels that schools will be more likely to accept the imposition of a statewide testing program.

Our Schools Program

The objectives of the Our Schools Program are to determine what the citizens feel the schools should be doing for the children and adults of New Jersey, how well the schools are doing their job, how the programs can be improved in the next three to five years, and how progress can best be measured.

The idea was initiated by the State Department of Education and the ESEA Title III State Advisory Council. Planning began during the winter of 1968-69; implementation in the spring of 1969. The Advisory Council on Educational Needs Assessment, formed by the State Board of Education, has advised on implementation. The State Department of Education determines what changes will be made; however, the Advisory Council on Educational Needs Assessment may recommend changes.

The Director of the Office of Planning, Department of Education, has primary responsibility for administering the program. The Director is responsible for administrative managerial direction and supervision of staff. He also operates as Executive Director of the Advisory Council on Educational Needs Assessment. The Director, who spends approximately half-time on the Our Schools Program, has an administrative assistant and a secretary, both of whom work between 50 and 75 percent of their time on the project.

Funds have come from federal (Title IV, Section 402), state, and private sources. Federal funds for fiscal years 1970-72 provide about $96,000, and the New Jersey Bankers Association presented $20,000 for fiscal year 1971. The extent of state funding for fiscal year 1972 is not known at this time.

All levels of education within the state, with the exception of higher education, are included in this needs assessment survey. It consists of all students in elementary and secondary schools and persons in adult education. On a state and regional level, as many communities as possible were included. At the local level community participation was optional.

A variety of educational goals indicators related to the 11 proposed goals of education in New Jersey were considered. These include community homicide rates, community socioeconomic status, educational level of parents, and so on. Both cognitive and noncognitive areas will be covered. A statewide public opinion survey on educational goals was conducted during the spring of 1971. No further decisions have been made yet concerning assessment instruments. Specifications for the survey are being developed jointly by the Department of Education and Educational Testing Service.

The results will be used to determine the attitudes of recent high school graduates and employers toward the educational goals established to date: employability, schooling, and so on. The Department of Education will also attempt to identify courses of action for the future; that is, to establish priorities for the most urgently needed programs in the state.

The State Department of Education will issue reports on the program. These reports will be made available on request to participating schools.

The program is viewed positively by various groups. The Governor has endorsed the project and is sponsoring the culminating conference in the fall of 1971. Major school participation occurred between April and June 1971. Parents are reported to view the project most favorably.

Modifications will be determined by the final recommendations of the Advisory Council on Educational Needs Assessment, an outside evaluation team on "process," and the State Board of Education. A follow-through is planned. The state is expected to repeat the needs assessment survey, at least in part, in the next three to five years and every five years thereafter.

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New Jersey Department of Education. *Our schools, a program conducted by the New Jersey State Board of Education under the auspices of the New Jersey State Board of Education and the Advisory Council on Needs Assessment.* November 1970.

New Jersey Department of Education. *Our schools: Who are their shareholders?* Trenton: 1971.

New Jersey Department of Education, Division of Research, Planning and Evaluation. *Evaluation in New Jersey education: A survey of present practices and recommendations for further action.* A report to the State Board of Education, presented by the Board Sub-Committee on Evaluation and Testing. Trenton: April 1970.

NEW MEXICO

At present no statewide assessment program exists in New Mexico; however, one is in the planning stage. At this time final objectives of the planned program have not been spelled out, although two general areas of expressed concern are for accountability and curriculum modification.

The State Board of Education, which is elected, has asked the Director of Research to require that New Mexican public schools test students in grades 1, 5, 8, and 11 in the spring of 1972. This idea was suggested by the State Board of Education in early 1971. There is a very good chance that the program will be operational by the spring of 1972.

The Director of Research is the chief architect of the program and will determine its shape and be charged with its execution. He will select the tests and coordinate the details of the program with the schools and any independent agencies involved. The Director has a doctorate in educational psychology; his assistant has a master's degree in psychology. The Director hopes to have a professional staff of 10 who will spend the principal part of their time in consultation with local districts on the effective use of test data for local decision making and as one measure of accountability in relation to the specific objectives to be developed in conjunction with the program.

The source of funding has not yet been finally decided, but quite probably the local school districts will bear the cost.

All students in public schools in grades 1, 5, 8, and 11 will be tested. Some parochial, private, and Bureau of Indian Affairs schools may participate if they elect to do so.

The target areas are basic skills in such areas as the language arts and mathematics. Probably the Comprehensive Tests of Basic Skills – CTBS (California Test Bureau) will be chosen. These tests are presently used by 41 of the 89 New Mexican school districts and are presently thought to have the "best fit" with current educational goals. The State Board of Education will give final approval to the recommendations of the Director of Research.

Consideration is being given to collecting, in conjunction with the proposed testing program, socioeconomic status, type of region where the school is located, school size, amount of teacher training, teacher-student ratio, and similar data.

It is likely that the California Test Bureau will score the tests, process the data, and prepare the summary reports. The State Department of Education will assist the local districts in interpretation of the data in an effort to improve the instructional program. The State Department of Education and the local districts will receive the test results. Each school will receive individual reports for each student tested.

The State Department of Education staff expects some school district resistance to the program. The State Legislature, although not directly involved in this program, has expressed interest.

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REFERENCE

New Mexico State Department of Education, Research and Development Division. *Analysis and follow-up of 1969-70 evaluation report.* Santa Fe: November 13, 1970

NEW YORK

Performance Indicators in Education (PIE) Project

The prime objectives of PIE are to measure school system effectiveness and to provide information which will improve educational programs and their administration through proper allocation of resources.

The Quality Measurement Project, started by the State Education Department in 1956, is the forerunner of PIE. The Office of Planning and Innovation proposed methods of developing indicators of educational performance in 1966, and the Bureau of School Programs Evaluation subsequently began the actual development of performance indicator models. Four years elapsed from the initiation of the idea to implementation.

The Bureau of School Programs Evaluation is specifically charged with coordinating the project. As the PIE project is expanded, many other Bureau chiefs and their staffs will become involved. The specific responsibilities of the Chief of the Bureau of School Programs Evaluation include planning, liaison with other units, budget preparation, supervision, and the editing of reports. The Chief has two research associates, one research assistant, one education aide, one stenographer, and one typist on the staff. The associates have doctorates, the assistant a master's degree, and the aide a bachelor's degree.

Educational Testing Service and Abt Associates were involved in preliminary feasibility studies and cost-effectiveness model development, respectively. Rensselaer Research Corporation is involved in developing programs for generating performance estimates of educational programs.

PIE is funded by Title V, ESEA and State Education Department funds. The State Education Department's primary contribution is in terms of staff. The total budget for fiscal year 1970 was approximately $120,000.

Initial tryouts of prototype models have been limited to grades 3 and 6 because of lack of funds in 1970-71. Plans call for expansion of the PIE project to other grades, however. There are no plans to limit application of this project to particular students within the grades tested, and no types of schools or communities will be excluded. Plans call for the identification of different school types. At the present time participation is on a voluntary basis.

The model itself is not limited to specific target areas, and no single instrumentation is required by the model. Any test or set of tests may be used. Presently, the project is making use of output data available through the Pupil Evaluation Program (see below), specifically reading and mathematics tests at grades 3 and 6, and of the variety of information contained in the Basic Educational Data System (see below). Plans call for utilizing other data such as scores on the Regents examinations (see below). Generally, the project utilizes data collected through other State Education Department units.

Plans call for the collection of additional data such as characteristics of pupils as they enter various phases of the educational program; these include mastery of basic cognitive skills, health and physical makeup, knowledge, attitudes, interests, social behavior, aspirations, and so on. Data also are collected on surrounding conditions, that is, those influences in the educational environment (home, school, and community conditions) likely to affect how and what teachers teach and how and what pupils learn.

The State Education Department is responsible for collecting, processing, and interpreting the pilot project data. An attempt will be made to relate groups of variables (student characteristics, surrounding variables, and school processes) to the objectives of the school system in terms of student performance.

Results have been used to modify and improve the models initially developed. New objectives, in terms of PIE's results, may be set by the state or local schools in order to administer and improve educational programs in the state. In developing the system, the State Education Department hopes to provide a set of models for helping school officials (at the state, district, and local level) decide on allocation of funds, patterns of school organization, teaching methods, and instructional materials best suited for achieving the schools' objectives.

No formal reports are presently distributed. Internal reports are used to modify existing models and report project progress to staff. When the system is fully operating, local and state school officials will receive reports. Plans call for reports to be prepared for each school and for results to be made available to the public.

The project seems to have the support of various chiefs and is looked upon favorably by most of the associate commissioners. Legislative staff members have reacted favorably at briefing sessions.

Results thus far have been encouraging, not only in terms of the solution of some of the complex technical problems associated with the proposed models, but also in terms of the initial results obtained in the tryouts. Expansion into more grades is anticipated. Additional criteria of school objectives will be identified.

New York State Pupil Evaluation Program (PEP)

As originally conceived in 1965, this program was to help develop and maintain effective allocation, control, and evaluation procedures in the administration and use of ESEA Title I funds. The intent was to provide schools and the State Education Department with a single uniform set of statewide test data that would identify educationally disadvantaged students regardless of where they attend school and would give an objective picture of the severity of the problems of educational disadvantage.

PEP has been subsequently modified and broadened to provide an annual statewide school-by-school inventory of pupil achievement in reading and mathematics to help identify educational needs and indicate progress in meeting these needs.

The State Education Department mandated this program. Six months elapsed from initiation of the idea to implementation of the program. Planning is primarily the responsibility of the Elementary and Secondary Branch of the State Education Department. However, since the program objectives have been broadened and the program provides information to a variety of other divisions and bureaus, individuals from the latter are used as consultants in planning. PEP is conducted under the auspices of the Assistant Commissioner for Examinations and Scholarships. The Chief of the Bureau of Pupil Testing and Advisory Services within the Division of Educational Testing has direct responsibility for the program operation. The Deputy Commissioner for Elementary, Secondary and Continuing Education determines policy.

The Chief of the Bureau of Pupil Testing and Advisory Services coordinates the statewide effort. Chief local school administrators are assigned responsibility for local administration, including test scoring and reporting test results to the State Education Department. The chief school administrators order and distribute test materials to their individual schools. Building principals (over 5,000) distribute materials to classroom teachers. Schools prepare frequency distributions of the students' scores and report these to the State Education Department on optical scanning report forms. The State Education Department analyzes and summarizes the data, and reports are returned to each school building and district. Statewide analyses and summaries are also provided to all units and agencies.

The program is funded by the State Education Department and Title I, ESEA funds. Estimated cost of the program is $400,000.

The target grades currently are 3, 6, and 9. In years past, students in grades 1, 3, 6, and 9 were tested. (If the school has ungraded classes, all students of equivalent ages are included.) Over 1 million students are tested each year. Last year 92 percent of all students in grades 3, 6, and 9 participated. Exempted student include: 1) any non-English-speaking student (however, scores of these students are reported as zero); 2) students with special mental or physical handicaps, including severe hearing or sight handicaps, impairing brain damage or birth defects, or serious emotional maladjustments; and 3) ninth grade students who are of the type that would be taking Regents or college entrance examinations. All public and nonpublic schools are required to participate regardless of the adequacy of the district's testing program.

The target areas are reading (word recognition and reading comprehension) and mathematics (concepts, computation, and problem solving). In addition to test scores, PEP obtains information on type and size of schools, type of community, and kind of district. The tests used in this program are part of the New York State Elementary School Test Battery for grades 3 and 6 and standardized tests published by the State Education Department for grade 9. The tests for grades 3 and 6 measure instructional goals described in syllabuses and curriculum guides developed and published by the State Education Department. The tests for grade 9 were developed specifically for use by New York State secondary schools to help identify those students in need of special attention if their reading and mathematical skills are to reach an established minimum level of competence before graduation.

The local districts or schools are responsible for administering and scoring the tests and reporting test results to the State Education Department. Individual student scores are not reported. Score distribution reports and school information sheets are processed by the State Education Department which is also responsible for analyzing, organizing, and interpreting test data.

Test scores are used in two basic areas or contexts—classroom use and administrative use. However, the test results are also used by the Governor's office, the Legislature, and other state agencies and commissions as a basis for statewide education evaluation, planning, and financing. Other specific uses by personnel in school districts and in the State Education Department are to formulate plans and make policy decisions concerning budget making, supervision, allocation of personnel, improvement of instruction, evaluation of special projects and programs, and assessment of educational quality.

Results enable instructional planning and grouping within classes and help teachers identify students with word recognition, reading comprehension, and mathematics problems. The results may be used administratively in the following ways: 1) evaluating student strengths and weaknesses; 2) evaluating present curriculum materials; 3) observing trends in student achievement; 4) determining reasonable levels of achievement and establishing realistic goals; 5) identifying students with special problems; 6) evaluating program changes or innovations; and 7) improving public relations. These actions are taken at the local level.

Statewide and area summaries are published by the State Education Department. Individual districts and schools receive a report of results for their students. Program results for individual schools or districts are made available to the public only through the local principal or superintendent.

The program is generally viewed as successful. Data from the program provide the only hard achievement test data available for local public and nonpublic schools on a statewide basis. There are the usual complaints raised by local schools about any mandated testing program.

The program's original objectives (identification of students needing special programs and allocation of Title I funds) have been modified and broadened. It appears that PEP is meeting a need and is fairly successful in achieving the objectives established. Present plans call for replacing the minimum competence tests in grade 9 in the fall of 1972 with broad range tests similar to those now in use in grades 3 and 6. There is the possibility that PEP in the future might involve monitoring group (classroom or entire grade) progress toward objectives in addition to individual progress and that measures in other subject areas beside reading and mathematics might be obtained.

Regents Examination Program

The basic objective of the Regents Examination Program is to help schools provide a quality education. Regents examinations interpret major learning goals so as to influence teachers to teach and pupils to learn important understandings, skills, and concepts. Regents examinations provide a basis for evaluating the quality of instruction and learning that has taken place in the school. The examinations also provide students, parents, counselors, administrators, college admissions officers, and employers with objective and easily understood achievement information for use in making sound educational and vocational choices and decisions.

The program was originally discussed in 1828, and the first examinations were administered in 1865. Program policy is established by the Board of Regents and policy is executed by the Commissioner of Education, the chief executive officer of the Regents. To advise in establishing policy and planning for the program, a State Examinations Board composed of five college presidents, five superintendents, and five principals is appointed.

The Assistant Commissioner for Examinations and Scholarships and his staff coordinate all phases of the program, including test development, production, and distribution.

The State Education Department provides funds to operate this program. The current annual cost of the program is approximately $500,000.

The program is intended for students in grades 9-12 with average or above average scholastic ability. However, a "second track" program has been initiated for lower ability students, with the examinations called Statewide Achievement Examinations. Regents examinations may be administered only in registered secondary schools in New York State. Public secondary schools must make general use of Regents examinations. In 1970, 62 percent of the students enrolled in grades 9-12 took at least one Regents examination.

Achievement tests are available in each of 21 high school subject areas, including English, social studies, business education, foreign languages, science, and mathematics.

Examinations are prepared by committees of classroom teachers from public and private schools throughout the state. In a typical year over 500 teachers work with subject matter specialists in the State Education Department to prepare about 50 new tests. The Regents examinations are based on state courses of study for each subject.

Regents examinations are scored locally by school staff, usually classroom teachers. To assure quality control, a 5 percent sample of papers is reviewed in the State Education Department. Scores are interpreted on the basis of a predetermined pass mark (65 percent) and normative data by the local schools.

Results are used by state and local educational agencies to improve the effectiveness of the instructional program and to predict the students' college success and future performance in high school. Students use results to modify future course selection and improve weak areas. Counselors and college admissions officers use results to guide students toward realistic educational goals. Reports to parents give them tangible evidence of the teaching and learning process in their child's school. In addition, high school diplomas indicate successful completion of the examinations.

Statewide summaries of Regents examination results, tables of percentile norms, and other normative data are distributed to principals and superintendents annually. These summaries and norms are available to the public and to each school. For individual students, schools issue diplomas at the time of graduation and indicate successful completion of Regents examinations on the diploma. Regents examination scores are indicated on report cards and the permanent records.

In general, this program is technically sound and has a favorable effect on schools and students in the state. The Legislature has consistently supported the program. The majority of principals, counselors, and teachers find the overall impact of the Regents program favorable, while students are about evenly divided on whether impact is favorable, unfavorable, or of no consequence. Parents are generally supportive.

In the future, more and more emphasis will probably be placed on evaluation in the local schools and less on the extent to which the state uses the program to exert supervision and control over local schools. It is likely that steps will also be taken to make abuses, such as overemphasis, less possible at the local level.

Basic Educational Data System (BEDS)

BEDS provides for the annual collection, analysis, storage, and retrieval of basic information on public schools' professional staff, students, curriculums and facilities. The program was started in the fall of 1967.

The Director of the Information Center on Education, the Chief of the Bureau of Educational Data Systems, and the Chief of the Bureau of Statistical Service, all in the New York State Education Department, determine how the program is conducted and what changes will be made. The Chief, Bureau of Educational Data Systems and the Chief, Bureau of Statistical Services, coordinate the program. The program is financed with both state and federal funds.

All students in New York state public schools are included. The program is mandatory, and all public schools must participate. Two mark-sense forms are used: one for classroom teachers and one for nonclassroom professional staff. In addition, a school summary form is prepared by each school principal in the district, and a school district summary form by the district central office. The forms were jointly developed, on the basis of feasibility, by the Information Center on Education and the Division of Electronic Data Processing.

Individual school districts are responsible for collecting data on "Information Day" each fall. Optical scanning machines in the State Education Department process the mark-sense forms. Other forms are keypunched and all data are summarized by computer.

BEDS has five broad groups of beneficiaries – students, educators, public officials, researchers, and the general public. The system is aimed toward closing the educational information gap. It provides a starting point for the educator in decision making and planning in curriculum development, experimental programs, staffing, and instructional facilities. Summary data can provide individual school districts with meaningful comparisons to help measure their own particular needs. Salary levels of educators can be readily compared with those of other professionals and with current cost-of-living figures. The system is a timesaver for the researcher and provides him with reliable and up-to-date samples. The whole idea behind BEDS is to improve the quality [illegible]mation available by centralizing and standardizing da[illegible]ction.

A variety of standard repor[illegible] generated and distributed to bureaus within the State [illegible]ducation Department and to individual school districts. Special reports based on state or regional schools may be generated or produced by special request, usually for the Legislature, the State Education Department, the Commissioner, school districts, professional associations, researchers, and others. Users outside the school network may make requests for information at any or all data levels. Certain personal data items are not available on an individual basis.

The program is expected to continue. Future use of data collected and available through BEDS seems quite likely, not only by assessment programs but also in program planning and budgeting.

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NORTH CAROLINA

This report concerns what is *projected* in statewide assessment in North Carolina for 1971-72. The initial focus will be on assessing performance levels in basic skills. A second objective is to develop specific designs for studying special programs, such as those under Title I or Title II. According to the State Superintendent, such an evaluation program would enable the state to move toward greater educational accountability and build public confidence in the job its educators are doing.

The principal architects of the program are the State Superintendent and his advisors. The need for statewide assessment programs grew out of a series of working conferences between North Carolina and the American Management Association staff. The time from initiation of this idea to implementation in 1971-72 should be about 12 months.

In planning the program, there is a healthy interplay among top Department administrative levels, Department Division heads, and local school people. The prime mover is the Division of Planning, Research, and Development, which is responsible for coordination of the plan. Later continued activity will involve an Education Development Council (described below). The Director of Planning, Research, and Development will work full-time on the project, and the equivalent of about 15 full-time professional people in the Department of Public Instruction will be actively involved.

Outside agencies to be involved on a contractual basis in the statewide testing design, strategy, and data collection have not been selected yet. The Board of Education plans to create a North Carolina Education Development Council composed of citizens to help establish specific priorities and goals in the program. The plan will require active participation by the Division of Community Colleges and the North Carolina Board of Higher Education.

Funds will be drawn from various sources: unused portions of Titles I and III of ESEA, where appropriate, and State Department of Public Instruction funds. A special legislative bill is now being prepared that will request approximately $750,000 for the Department of Public Instruction. At this time, the cost per student is estimated to be approximately $3 to $7.

The target population is expected to be all students in grades 6, 9, and 11. The eleventh grade program would have a heavy emphasis on guidance. While statewide achievement assessment would exclude private schools, the eleventh grade guidance testing program will include private schools eventually. Participation will probably be mandatory.

Target areas for statewide achievement assessment include the basic skills of language, mathematics, and reading. It has not yet been decided which tests will be used. Data related to financial need, college and work aspiration, and race may be collected in grade 11.

Whatever outside agencies win the contracts will determine, to a large extent, data processing. At this point, interpretation of data is seen primarily as a responsibility of the agency or organization that will conduct the surveys and process the data.

Chances appear excellent that a statewide assessment program will be fully planned and implemented. One member of the State School Board was involved in the American Management Association conferences and seemed enthusiastic about the program. At this point, the program is planned to continue indefinitely.

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REFERENCE

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NORTH DAKOTA

North Dakota Statewide Testing Program

The objectives of the North Dakota Statewide Testing Program are to provide data regarding student achievement in selected subject areas for teachers, school administrators, and various public groups and to provide data regarding individual performance for teachers and students from participating schools.

The State Department of Public Instruction organized the program initially. The estimated time between the expression of the idea and implementation of the program was one year. Planning is carried out by the State Department of Public Instruction's Division of Guidance, Counseling and Testing and consists of ideas initiated by the project director with the guidance of a testing committee. Special ad hoc committees can be called when the need for such guidance arises. The Director of the Division of Guidance, Counseling and Testing, in conjunction with the Planning Committee of the State Department of Public Instruction and the State Superintendent, determines what changes will be made.

The statewide program is coordinated by the Director of the division of Guidance, Counseling and Testing. The coordinator and a secretary constitute the total staff for this program, and devote approximately 10 percent of their time to it. The coordinator has a graduate degree in education and many years of experience in school counseling, administration, and teaching, along with eight years experience as Director of the Statewide Testing Program. Consultants from commercial testing organizations are utilized for fall workshops regarding test interpretation.

The program is funded by Title III, ESEA monies (24 percent) and by participating schools (76 percent). The total estimated annual cost of this statewide testing program is $60,000.

The target population consists of students in grades 4, 6, 8, 9, and 11 in all schools (public and private) in North Dakota. The schools participate on a voluntary basis. It is estimated that 90 percent of the senior high schools are participating. The estimate for participation by elementary schools is 80 percent. The percentage of participation has gradually been increasing, and a continued increase is expected.

The target areas include selected subject areas in the commercial tests used. The only information collected in addition to test scores is sex and school size. The tests used are the Iowa Tests of Basic Skills (Houghton Mifflin Company) or the SRA Achievement Series (Science Research Associates, Inc.) for the elementary level and the Iowa Tests of Educational Development (Science Research Associates, Inc.) for the secondary level. These tests were selected by a guidance committee that includes public school representatives.

The State Department of Public Instruction is responsible for the collection and processing of the raw data. The individual participating schools, with assistance from the State Department of Public Instruction, are responsible for the interpretation of data.

Two general types of decisions are based on the results. The first relates to the quality of general school programs as determined by school administrative staff; the second involves individual student program planning on the basis of a teacher reviewing a student's test performance.

Participating schools receive scoring print-outs on the test results and additional test interpretation information from the State Department of Public Instruction. Although, technically, program results are available to the public, there is no attempt to distribute the results to them.

The program is viewed positively by the State Department of Public Instruction, by selected bodies in the Legislature, and by the schools.

The program is very likely to continue. The goals are generally being satisfactorily achieved except that more inservice training regarding use of tests needs to be done. Modifications presently being explored include an attempt to involve grades 1 and 2 in the total testing program.

Statewide Program in Developing Vocational Guidance and Occupational Preparation for the Changing World of Work

The objectives of this program are: 1) to provide for broad occupational orientation at the elementary and secondary levels so as to increase student awareness of the range of options open to them in the "world of work"; 2) to provide for cooperative education in a variety of occupational areas; 3) to provide for specific training in job entry skills for students who have not had access to vocational education; and 4) to provide intensive occupational guidance and counseling during the last year of school and to assist in initial placement of all students in post-secondary training or in a job.

The State Board for Vocational Education initiated this program. The elapsed time from the initial idea to implementation of the first activity covered a period of seven months (late November 1969 to July 1970). The State Board for Vocational Education determines the nature of the planning. The planning process involved the interaction of the Project Director of the Bureau of Vocational Education of the State Board of Public School Education with a statewide, 10-member Advisory Committee. The Project Director, in conjunction with the Advisory Committee, the State Board for Vocational Education, and teachers involved in the pilot study, determines what changes will be made.

Statewide coordination is accomplished by the Project Director. The Project Director is responsible for coordinating and implementing the plans initiated in cooperation with the Advisory Committee and conducting the ongoing administration of the program. There are six staff members (four professionals, two clerical). The Project Director is devoting half time to this project, while the remainder of the staff devote full time. The Project Director has graduate degrees in education, two years experience as a member of the state staff for vocational education, and several years of teaching experience. The other staff have: a valid North Dakota first grade (class) professional teaching certificate; at least two years of teaching experience or equivalency; a minimum of 12 months work experience in jobs other than teaching or counseling; a minimum of 24 semester-hours or 26 quarter-hours of professional courses; a recommendation of competency by a counselor-trainer; a recommendation of competency by the employing administrator, the State Supervisor of Vocational Guidance, and the State Director of Guidance Services for regular professional credentials; and an orientation to vocational education.

Other agencies or consultants involved in this project include: two high school guidance departments; the State School of Science (counselor); the North Dakota Professional Guidance Association; the North Dakota Association of Secondary School Principals; the State Board for Vocational Education; North Dakota State University (counselor education); the Department of Public Instruction (elementary and secondary education and guidance services); the North Dakota School Counselors Association; the North Dakota Guidance and Personnel Association; the North Dakota School Board Association; the North Dakota School Administrators; the North Dakota Education Association; the North Dakota Vocational Association; the Labor Department; and selected school principals (elementary and secondary).

The project is being financed by federal vocational education funds. The anticipated cost of the program for the period June 1970 through March 1973 is $474,390.

The program is concerned with curriculum programs in all schools (public and private) that include any combination of grade levels K-12. Parents participate in the program, and students identified as disadvantaged or "dropouts" are included. The Bismarck School District participated in the pilot program last year. It is not known yet how many districts will participate this year on a voluntary basis.

The target areas are vocational education and orientation to the world of work. Measures used are the Teacher Attitude Survey, the Secondary Teacher Inventory of Vocational Guidance Awareness, Elementary Career Development Concepts, and Secondary Career Development Concepts. All of the instruments were prepared by the North Dakota Vocational Education staff in conjunction with their evaluation team and were specifically designed to measure the stated objectives in the project proposal.

The project staff in the Bureau of Vocational Education is responsible for collecting raw data. The responsibility for data interpretation is assumed by the Director of Counseling Services (including an additional staff of two people), North Dakota State University at Fargo. The results will be used to determine which activities are to be included in statewide guidelines.

Organizations scheduled to receive formal reports include the State Department of Public Instruction, the State Board for Vocational Education, the United States Bureau of Adult Vocational and Technical Education, the Denver Regional Office of the Vocational Education Organization, the State Legislature, and schools presently scheduled to participate. The program results will also be made available to the public through the news media (particularly TV and newspapers) as well as scheduled newsletters. The frequency of specific project result dissemination will be established following the year during which the proposal is completed. Additionally, quarterly progress reports are required by the United States Office of Vocational Education. Program results will be disseminated by the project staff of the Bureau of Vocational Education through the Project Director.

Program goals and objectives are being achieved on schedule. The major problem cited with regard to this program is that of a public relations effort in coordinating various agencies, teachers, and individuals toward common goals. The program is viewed very positively by the State Department of Public Instruction, by most schools contacted to date, and by the parents.

The program is very likely to continue through the three years included in the funding for the project, with project personnel being optimistic about continuation beyond that point. Major program modifications presently anticipated include involvement of more job areas in the program activities.

Comprehensive Models for the Evaluation of Elementary School Systems

The general goal for this project is "to establish models for evaluating the effectiveness of different segments of the elementary schools which an individual school can then use for the improvement of its self-evaluation procedures." Two specific objectives are to develop procedures and techniques an individual school can utilize in articulating its objectives and philosophy (in harmony with the community) to meet the needs of its students, given the resources at the command of the school system; and to assess all the different models which will have been developed, in an attempt to apply the appropriate model to evaluate different segments of the educational program in an individual school system.

The State Department of Public Instruction, Division of Elementary Education, and the members of the State Elementary Principals Association initiated the idea for the project. The total time from project idea to implementation covered a span of approximately two years (spring 1969 to spring 1971).

The State Elementary Principals Committee is the policy group for this project. Planning is done by the policy committee in conjunction with a statewide coordinator; administration, by a project director at the school district designated as the project administration site. The project director, with the State Coordinator for Federal Funding, determines what changes will be made.

Statewide coordination of the project will be conducted by the Director of Elementary Education, Department of Public Instruction. Coordination and general administration of the pilot aspect of the project will be conducted by a supervising principal (project director) at the school district administration site. The responsibilities of the statewide coordinator include functioning as liaison with the Department of Public Instruction and in merging with the state classification program. The Assistant Dean of the School of Education at the University of North Dakota will serve as a consultant. There are to be two staff members for the pilot aspect. The project director and a clerical assistant will devote one-half time to the project. The statewide coordinator has a master's degree in elementary administration and supervision and several years of teaching experience. The project director has a master's degree in education, an elementary principal's credential, and teaching and administrative experience.

The project is to be financed by Title III monies. The estimated annual cost of the program is $40,000, with an initial plan of a three-year period for the first phase.

The target population for these comprehensive models for evaluation will be all elementary schools in the state. Participation will be on a voluntary basis in the "pilot" phase. No specific target areas have yet been identified. While a wide variety of measures have been reviewed, no tests or measures have been selected to date.

Responsibility for collecting and processing raw data will be assumed by the pilot project director. Responsibility for the interpretation of data will be assumed by the State Department of Public Instruction, with the intent to involve the assistance of a professor of administration from the University of Minnesota.

The results will be used by individual systems in determining appropriate evaluation models for adoption; by the State Department of Public Instruction in determining specific weaknesses in elementary education; by appropriate groups in determining potential shortcomings in the amount of funding; by the Department of Certification for Teacher Preparation; and by appropriate legislative groups. The most important application will be to relate the models developed to assessment of each individual school system's educational program, as indicated in the stated program objectives.

Formal reports will be made by the State Department of Public Instruction. Recipients of such reports have not yet been designated, but they will be prepared for participating schools, and program results will be made available to the public and in workshops involving participating schools. The frequency of such workshops has not yet been determined; however, they will be conducted and coordinated by the State Department of Public Instruction.

There appear to be varied opinions within the State Department of Public Instruction regarding this program. A majority of schools involved in the planning phases have reacted with a positive attitude. (Six school districts have been involved in some phase of planning thus far.) The major problem is whether a model can be equally meaningful to both large and small school districts.

Any statement now regarding future prospects for this program would be premature.

State of North Dakota Assessment of Educational Needs

The major objective of this program is the identification of educational needs (with priority listings) that might contribute to the improvment of instruction in North Dakota. Two areas of particular concern are those of curriculum and student personnel services. With the exception of the reading area, this program does not yet exist in definitive form; rather, it has been described as an undocumented series of planned parts.

NORTH DAKOTA

The program was initiated by the North Dakota State Department of Public Instruction. Total time elapsing from the initial idea to implementation of some activities was four months (January 1969 to April 1969). Planning is determined by a seven-member council within the State Department of Public Instruction and involves the interaction of the project coordinator and the planning council. They also determine what changes will be made.

Statewide coordination is by the Director of the Division of Planning and Development, North Dakota Department of Public Instruction. The responsibilities of the statewide coordinator include specification of an emerging state philosophy of education and articulation of priority activities relating to the program. The estimated number of staff members to be involved is 25 to 30, while the proportion of time that personnel will spend on the project has been reported as four full-time-equivalent positions. The statewide coordinator has a doctorate in education, two years experience as a consultant for Title I, teaching experience at the high school level, and experience as a graduate assistant at the University of North Dakota.

Present program activities will be financed by the combination of a $4,000 contribution from Title III, and an additional amount of $7,580 from Title IV funds. The cost of the program, to the extent that it has been planned, is approximately $16,500.

The initial target will include fourth graders, in the area of reading. Twenty-five hundred students will be involved, and 850 students will be involved additionally in measures to include personal values and attitudes toward self and school. No specified type of school is to be excluded from this program with the exception of the Indian schools, which are administered by the Bureau of Indian Affairs. Participation on the part of schools is voluntary; 20.6 percent participated last year. The program for the reading area is now limited to schools using the Iowa Tests of Basic Skills. Presently, there is no defined limitation regarding other subject areas.

The specific areas to be included are reading and personal values, including attitudes toward self and school. The Lorge-Thorndike Intelligence Tests and the Iowa Tests of Basic Skills (Houghton Mifflin Company) will be used as screening instruments for reading disabilities. The diagnostic reading instruments to be used have not yet been identified. The measures to be used to assess personal values and attitudes toward self and school will be selected instruments from Popham's scales (UCLA). The tests and measures to be utilized have already been planned as a part of Title III activities. The diagnostic tests to be selected will be identified by a reading specialist from the University of North Dakota.

Additional information to be collected for analysis and interpretation will include school size, region, sex, age, and a variety of other factors such as equipment, facilities, and level of teacher preparation. A separate survey to be conducted by the University of North Dakota will involve administration needs assessment and very likely will include instructional program costs and teacher salaries.

Responsibility for collecting and processing raw data will be shared between the North Dakota State Department of Public Instruction and the Director of the Bureau of Educational Research at the University of North Dakota. Major responsibility for the interpretation of data will be assumed by the North Dakota State Department of Public Instruction, with a review by a University consultant.

Results will be used to identify the pressing needs areas concerning reading skills that need improvement; to determine the relationships among the variables to be assessed; to determine the level of adequacy regarding teacher-training procedures; and to determine whether the current expenditures of funds for reading are adequate and effective.

The State Department of Public Instruction will release formal reports to the Legislature, the State Board of Public School Education, teacher-training institutions, public schools, and ERIC. Portions of the formal reports dealing with data from instrumentation will be prepared for participating schools. The program results will be disseminated by the State Department of Public Instruction through news releases, publications, conferences, inservice activities, and workshops. The program results will be made available to the public through the State Department of Public Instruction, specifically through Title III.

The program is viewed very positively by personnel in the State Department of Public Instruction and by 74 of the 75 schools contacted.

Project personnel are optimistic that program goals and objectives will be achieved. The major problems relating to the program are presently viewed as the technical problems in improving the research design, and the coordination of a document that will articulate the pieces comprising the total effort of this assessment plan. The program is regarded as very likely to continue, with other areas to be explored if the present pilot endeavor is ultimately found successful. The major modifications that can be expected are those dealing with improved research design and formal documentation of the total assessment plan.

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REFERENCES

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OHIO

Evaluation of Title I

The intent of this evaluation was to provide a basis for determining whether Title I programs in Ohio should be modified or shifted, in terms of their objectives and activities. The project was initiated by the Title I staff of the State Department of Education in response to federal guidelines for Title I, ESEA. The evaluation was active for four years – 1967 through 1970.

The State Department of Education ESEA Title I office had full responsibility for planning the project and coordinating the collection of data statewide. Two staff members working full-time were responsible for supervision of the project and direction and control of various elements. Their required qualifications included at least a master's degree and up to five years experience, of which three years or more must be as school administrators.

Funding was entirely from federal Title I funds. No estimate of the cost of the project was provided.

The target population included students from Title I schools, that is, those schools with large populations of students from poverty areas.

Target areas were cognitive, with emphasis on reading and mathematics. The tests used were standardized tests, but there were no common instruments for all schools as the tests were chosen locally from a number of different test publishers. Other data collected included program costs, teachers' salaries, and the course work teachers had been taking to qualify for their positions.

Processing and interpreting data were the responsibility of the State Department of Education. The results were used primarily to assist in managing the Title I program. About 90 percent of the money allocated for this purpose was for personnel and for preparation of reports. One improvement in the ESEA program resulting from the reports was elimination of beginning teachers from Title I programs.

Reports were received by the school districts, the State Department of Education, members of Congress from Ohio, and the 50 chief state school officers. In this project no report was prepared for individual schools, but local results could be checked through the summary. Information on the results has also been disseminated through newspapers by the State Department of Education.

The major difficulty has been that there was not enough money to do the type of job expected. It is anticipated, however, that Title I will continue for some time and annual evaluations will be made.

Teacher Education Assessment Program

The aim of this program was to determine the present status of teacher education in Ohio, to identify more desirable approaches for providing such education, to propose alternate methods of achieving teacher education, and to propose improved alternate methods of using teacher talents.

The initiating group was the Ohio Advisory Council for Teacher Education and Certification. A period of two years elapsed between the time the program was conceived and implemented. Planning was placed in the hands of the Ohio Advisory Council and was accomplished through a number of committees representing various aspects of teacher education. Overall direction and coordination were the responsibilities of the Deputy Superintendent of Public Instruction. The actual survey was handled through a contract with the Educational Research Council of America.

Funding was provided through Title III, ESEA. The cost was approximately $73,000.

The sample included colleges and universities in Ohio. There were no restrictions with respect to location or size of enrollment. Individual student information was not collected.

The instruments used were questionnaires and interviews chosen and developed by the Educational Research Council of America and designed to collect information about the characteristics of the colleges and universities in the sample.

The responsibility for processing the information obtained was assigned to the Educational Research Council of America. The results of the questionnaires and interviews were analyzed by a panel of experts and consultants assembled by the State Department of Education. The study was designed to provide information to deans of the colleges of education and to local school districts to assist in the preparation and utilization of teaching talent.

A comprehensive report will go to the State Department of Education, the State Board of Education, the colleges and universities in Ohio, and the local school districts. A summary will be prepared for distribution to the public.

This was a one-time study, with no plans to repeat it in the immediate future. The most critical problems resulted from the complex management procedures required to direct it.

Educational Planning for Ohio Schools

The objectives of this project were: 1) to identify major needs in selected areas of the state educational system; 2) to specify resources and constraints in these selected areas; 3) to formulate alternative approaches to meeting these needs; 4) to evaluate strengths and limitations of the various alternatives; and 5) to formulate recommendations for appropriate action.

The development of the proposal for the study was the responsibility of the State Department of Education in cooperation with Battelle Memorial Institute (BMI) of Columbus, Ohio. Approximately 6 to 12 months were required to implement the proposal. The major planning was carried out by BMI with some input from the State Department of Education Advisory Council for Title III. BMI was responsible for coordinating the project on a statewide basis. Two members of the State Department of Education monitored the work of BMI.

The program was financed through Title III, ESEA. Cost of the program was approximately $443,000.

The study included students at all grade levels, K-12, in public schools and covered nine areas: 1) vocational education, 2) preschool education, 3) education for the blind and deaf, 4) use and training of auxiliary personnel, 5) educational technology, 6) library manpower, 7) pupil transportation, 8) regional data processing centers, and 9) regional educational service centers. It was conducted through a series of survey instruments designed by BMI for the study.

The responsibility for processing and interpreting the data was assigned to BMI. However, it was the responsibility of the State Department of Education to review the reports prior to publication. The data will be used to help school administrators plan programs of instruction and identify critical needs in their schools.

Formal reports were prepared by BMI and made available to the State Department of Education, the State Board of Education, and the local school districts. Results were available to the public only through some journal articles prepared about the study. No news releases were prepared.

It was the feeling of the research people of the State Department of Education that overall the study has been useful. Some individuals felt the study was extremely well planned and well conducted, but others felt that relatively little new information was obtained. One of the major problems was that it was a one-time project and no follow-up is planned. The effort will result in a number of program changes and will give direction to future studies of this type, however.

Modern Teenage Problems: Family Life Education Survey of Ohio Schools

The objective of this survey was to determine the current status of education with respect to the problems faced by Ohio teenagers.

The survey was initiated by the Superintendent of Public Instruction. Planning was done in the Department of Education with the assistance of the Division of Research, Planning, and Development and the Educational Research Council of America. Overall coordination was the responsibility of the Deputy Superintendent of Public Instruction who had the assistance of the Division of Research, Planning, and Development, while the actual implementation and completion of the study were the responsibility of the Educational Research Council of America.

This program was funded through Title III, ESEA. Total cost was about $124,000.

The study was restricted to teenage students in grades 7 and 12. There were 11,590 students surveyed, of which 6,283 were seventh graders and 5,307 twelfth graders. The schools included were in metropolitan districts and covered four types of communities: central cities, rural urban cities, independent cities, and rural counties.

The survey dealt with the following five areas: 1) drug abuse, 2) abuse of alcohol, 3) abuse of tobacco, 4) violence, and 5) difficulty in sexual adjustment. Five survey instruments were prepared to provide information about knowledge and attitudes in each area. Information such as sex and age of respondents was also obtained. The instruments were prepared by the staff of the Educational Research Council of America.

The data were processed by the Educational Research Council of America. The project staff had responsibility for interpretation of data with assistance from the staff of the Educational Research Council of America. The results were used as the basis for decisions concerning curriculum development.

A report was prepared for distribution to the State Department of Education, the State Board of Education, and the local schools. It did not include separate sections for each participating school, but rather was a composite report. The results were made available to the public through various news media.

The study has been well received and is viewed favorably by the Legislature, the State Department of Education, and the schools. No major problems were reported.

This was a one-time study; therefore, it is not anticipated that it will be continued, but it is felt that it will have a long-range effect on the development of curriculums in the Ohio public schools.

Ohio Program Review for Improvement, Development in Vocational Education (PRIDE)

The purpose of PRIDE is to improve the quality of vocational education in Ohio. It is a comprehensive project, designed to assist vocational teachers, administrators, educational planners, supervisors, guidance counselors, and state personnel in planning and implementing vocational education programs. The purpose will be achieved by analysis of: 1) administration review, 2) process review, 3) product review, 4) availability of impact review, and 5) community acceptance review.

The program was initiated by the State Department of Education through the Director of Vocational Education. The time from initiation of the idea to implementation of the program was one year. The Director and staff of the Division of Vocational Education determine how the program is conducted and, considering advice from an advisory committee and reactions from schools, determine what changes will be made.

Responsibility for coordinating the various statewide aspects of the project rests in the hands of the Director and staff of the Division of Vocational Education. The responsibilities include planning, implementing, and reporting of study results. The staff provides assistance to school personnel in data collection for the self-reviews, reviews and analyzes instructional program self-reports, prepares visitation reports for the various instructional programs, and provides guidance and assistance to school personnel in development of the vocational education planning report. One State District Supervisor works full time, 28 State District Supervisors spend 25 percent of their time, and four State District Supervisors spend 5 percent of their time on the project. All staff are State District Supervisors or the equivalent, with teaching and administrative experience.

The project is being supported by funds obtained through the 1968 Amendment to the Vocational Education Act. Total operating costs are not available at this time.

The program is designed to provide information about programs available at the junior and senior high school levels and in adult education. Only public schools and parochial schools that have entered into working agreements with public schools are included in the sample, which was selected to be broadly representative of public high schools, operating and nonoperating Joint Vocational School Districts (JVSD), and contract districts for vocational education. Participation is based upon a five-year schedule designed by the Division of Vocational Education. In 1970-71, 11 of 104 Vocational Education Planning Districts (VEPDs) participated. In 1971-72, 21 VEPDs are scheduled to participate. No limitations were placed on the characteristics of the communities from which the sample was drawn.

The investigation includes the following: process review, product review, administration review, guidance review, cost analysis, community acceptance, and student interest. The project includes the Ohio Vocational Interest Survey. Measures used will be chosen by the staff of the Division of Vocational Education and the Division of Guidance and Testing. Any measures, including tests not available from a commercial publisher that need to be prepared, will be handled by the Division of Guidance and Testing. However, no tests are planned for at this time.

The State Supervisor intends to assemble supplementary data at the time of the visitations. The specific areas to be covered will be reflective of process review, product review, and cost analysis.

The program calls for the State Department of Education to provide assistance for data analysis as information is collected during the study. The data will be interpreted by the Division of Vocational Education and a consultant to be employed for this purpose. It is planned to use the data for improving, developing, and expanding vocational education programs. Acceleration of program expansion through the VEPDs is planned.

The report on this project will be given to the State Department of Education and to the participating VEPDs. A separate report will be prepared by each VEPD. A composite report based on the statewide survey will be available to the schools. Results of the study will be made available to the public through various media by the State Department of Education.

All reports on the program are favorable, but only one district has completed the PRIDE vocational education review. The first of 11 reports says, "Ohio PRIDE has been a very worthwhile project. It has involved many people of the schools and communities. Approximately 365 worked directly with PRIDE to make the self-evaluation."

PRIDE is to be repeated on a regular basis in the future with selected VEPDs (20 percent) each year for five years. It is anticipated that the results of the study will have a major effect on the development of curriculums of vocational education programs annually throughout the state of Ohio.

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OKLAHOMA

No statewide program of assessment exists in Oklahoma, and it is unlikely that such a program will develop in the near future since the state is firmly committed to local contract and local initiative. All that has been done to date is that mandated by Title I and Title III, ESEA.

Education Assessment of Learner Needs (Title III, ESEA)

This program was initiated by the requirements of Title III, ESEA, and is also funded through this title.

The target population in the needs assessment program consists of students in grades 4, 8, and 11 in a sample of 27 schools. There is no available information on how the sample was selected.

The assessment program emphasizes the cognitive domain, and test instrumentation includes the Otis-Lennon Mental Ability Tests (Harcourt Brace Jovanovich, Inc.) and the SRA Achievement Tests in reading, mathematics, social studies, science, and English (Science Research Associates, Inc.). Additional information is collected through questionnaires to school principals, students, and parents. The exact nature of this information is not specified.

Processing and analyzing the data are being done by an agricultural economist at Oklahoma State University in Stillwater. It is expected that discrepancies between the Otis-Lennon scores and the achievement scores will be used to indicate how well the schools are doing.

No modifications of this program are anticipated at this time, since there is little "felt need" for a statewide assessment program in Oklahoma. It may be said, however, that this prospect is based upon ideas of the previous Governor and State Superintendent. The new (present) administration may take a somewhat different stance.

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OREGON

The objectives of the Oregon program are: 1) to recognize the importance of educational evaluation by assigning staff and strengthening school commitment, 2) to develop a system of educational audits for schools to determine the degree to which they are attaining their own objectives, 3) to revise and upgrade evaluative criteria for self-study by schools, 4) to redefine and revise school standardization programs to conform to criteria established by the Oregon Board of Education (OBE), and 5) to cooperate with other organizations authorized to evaluate school programs.

The State Superintendent of Public Instruction initiated the idea for this program, but it has not been implemented yet. The Assistant Superintendent for Planning and Evaluation, the Executive Cabinet, and the State Superintendent determine how the program will be conducted and what changes will be made.

The Assistant Superintendent for Planning and Evaluation and the Institute for Educational Engineering (IEE) will coordinate this program. Their responsibilities are development of the management, accountability, information, and performance-based instructional systems. Four professional staff now work on the project. Approximately 20 percent of the time of two staff members is devoted to state assessment planning. Small amounts of time are devoted by the other two. Two have Education Doctorates in School Administration, one has an Education Master's in School Administration, and one has a Master's of Science in Industrial Engineering. As background, this staff has extensive school management experience, innovative program design and management experience, instructional program evaluation experience, and systems analysis and design experience. The Northwest Regional Educational Laboratory in Portland provides consultants.

The program is financed through ESEA (Title IV, Section 402; Title V, Section 505; Title III evaluation funds). The cost is not yet known.

Students in grades 1-14 in all public schools will be included in the program. The areas to be measured have not yet been determined, but local instruments will be developed by OBE staff or by an external agency under contract.

The processing of the data will probably be done by the OBE data processing section. The IEE and the OBE will interpret the data. Reports, prepared by the OBE, will be sent to all school boards, school districts, and individual schools. Such reports will be made available to the public. Results sent to all districts and schools will indicate the degree to which they are attaining state education priorities and self-determined educational objectives.

The Legislature, the Oregon Board of Education, and the Superintendent of Public Instruction are behind the program. The formation of the Institute for Educational Engineering, under the direction of an assistant superintendent, is a tangible commitment to the implementation of a statewide evaluation program in Oregon.

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PENNSYLVANIA

The Educational Quality Assessment (EQA) Program

This program is also called "The Pennsylvania Plan" and "The Pennsylvania Plan for the Assessment of Educational Quality." Its objectives are to develop instruments and procedures to measure the adequacy and efficiency of educational programs in the Commonwealth of Pennsylvania and to provide school districts with relevant comparative data that will enable them to appraise their educational performance.

Assessment of educational quality in the Commonwealth of Pennsylvania had its beginnings in Section 290-1 of Act 299, dated August 8, 1963. This addition to the Public School Code of 1949 required the State Board of Education "to develop an evaluation procedure designed to measure objectively the adequacy and efficiency of educational programs offered by public schools in the Commonwealth, to provide through such an evaluation system relevant comparative data to enable school directors and administrators to appraise their district's performance, and finally to devise performance standards upon completion of the evaluation procedure." The Bureau of Educational Quality Assessment was established in June 1967 as one of two agencies with primary responsibility for carrying out this directive.

The other agency with primary responsibility for planning and determining what changes will be made is the Office of Basic Education. Department staff of both agencies, however, rely to some extent on the advice and consent of the State Board of Education and two advisory committees – the Board's Committee on Quality Education and a Statewide Advisory Committee composed of school superintendents, principals, and subject specialists.

The Director of the Bureau of Educational Quality Assessment has responsibility for the program. There are six professionals in the Bureau; a seventh is being added. All staff members have graduate degrees and experience in education or psychology. The Director has several years experience in school administration. Educational Testing Service provides consultants for the EQA.

The program is financed by the Department of Education. Funds are provided as a regular part of the Department's budget. Some Title III money has been used for data analysis and scoring. Since 1964, the total funds expended on this program are slightly in excess of $1 million. Per student costs are currently in the neighborhood of $1.75 – $2.00.

At the present time, EQA is limited to public school students in grades 5 and 11. Participation is voluntary and about 20 percent of the schools participated last year. Present capabilities, however, do not permit involvement with the Commonwealth's largest school districts.

The target areas are self-concept, understanding others, basic skills, attitude toward learning, citizenship, health habits, creativity (elementary only), creativity output and creativity potential (secondary only), vocational development, knowledge of human accomplishments, and readiness for change. The Stanford Achievement Tests (Harcourt Brace Jovanovich, Inc.), the Iowa Tests of Basic Skills (Houghton Mifflin Company), or the Iowa Tests of Educational Development (Science Research Associates, Inc.) are used to measure the basic skills area. Other commercial tests used include the Health Behavior Inventory in grade 11 only (California Test Bureau), the Cooper-Smith Self-Esteem Inventory (unpublished), the Crites Vocational Development Inventory (unpublished), and the Level of Previous Learning (Educational Testing Service). The Office of Educational Research and Statistics of the Department of Education develops the other tests. Many instruments are modifications of ETS tests (Test of General Information, Biographical Interest Inventory, Student Questionnaire, and so on). Student information and community conditions are collected through the Student Information Form (SIF). School-staff conditions are obtained from the SIF and a Teacher Questionaire (TQ). The tests were chosen on the basis of their relationship to the 10 Goals of Quality Education adopted by the Pennsylvania Department of Education.

Scoring, tabulation, and data analysis have been contracted to the University of Pennsylvania and Pennsylvania State University. The Department of Education and commercial test scoring services have also been involved in data analysis. The Bureau of Educational Quality Assessment is responsible for interpretation.

The Bureau of EQA plans to work with districts requesting help in utilization of the data. Teams from the Bureau of EQA, Curriculum Development and Evaluation, Pupil Personnel Services, and General and Academic Education will attempt to help districts (or schools) make improvements in their weak areas. Eventually, results will also be used to identify exemplary programs and to research differences in schools and/or districts. For example, where inputs are similar and outputs markedly different, the Department hopes to explore the process aspects of the input-process-output paradigm.

Cumulative reports on the various phases of the program are used by the Bureau of EQA. Individual schools are not identified in these reports. Progress reports were presented to the State Board of Education and to the Statewide Advisory Committee in spring 1971. Local school districts receive a report for each participating school in their district. Information is released to the public only from and at the discretion of the local school district.

On the basis of the responses of school districts to requests to participate, it appears that the schools have viewed the program favorably. Over 300 of Pennsylvania's 579 districts wanted to participate in the fall of 1970. A few parents have questioned specific items as being "too personal," but the majority value the program in that it may be expected to improve effectively the education of their children.

Financial limitations have restricted the scope of the program; however, to the extent that funds have been available, good progress toward achieving program goals is being made. There is no doubt that the program will continue.

The Department of Education is already developing instruments for grade 7. Scheduling for grade 7 is: Phase I-fall 1971, Phase II-fall 1972, Phase III-fall 1973. Grade 7 was chosen as the next target grade in order to obtain longitudinal data on the already-tested grade 5 students. Matrix sampling, for all areas, will be tried in order to reduce total testing time per student, decrease the number of students and thus cut processing time and costs and, hopefully, get more grade 11 students in the program.

Phase I of grade 3 will begin sometime during the 1971-72 school year, Phase I of grade 9 sometime during the 1972-73 school year, and a recycling of grades 5 and 11 (Phase I repeat) sometime during the 1972-73 school year.

The Department of Education not only plans to cover grades 1, 3, 5, 7, 9, and 11, but also hopes to involve all districts in the Commonwealth since they plan to expand their data processing capability.

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RHODE ISLAND

Title I of the Elementary and Secondary Education Act of 1965

The U.S. Congress passed the Elementary and Secondary Education Act in October of 1965. Title I of this act is designed to provide special programs for disadvantaged children. Within the guidelines provided by the U.S. Office of Education (USOE) and the State Agency, local educators design a program to fit the needs of the children in their community. A Title I program in Rhode Island must be planned, written, and submitted through a formal application process to the State Agency, and reviewed and approved by the State Agency before it can be implemented at the local level. This takes about four to six months. The State Agency can require local agencies to modify their programs to be congruent with established guidelines.

This program is coordinated at the federal level by the U.S. Office of Education, at the state level by the Office of Compensatory Education of the State Agency, and at the local level by either an Office of Federal Programs or a Title I director or coordinator. The Office of Compensatory Education has a coordinator and three consultants. All have a master's degree plus 30 hours of additional course work.

The program is financed by Title I, ESEA, funds. The cost during fiscal year 1969-70 was $3,464,714. The cost per pupil served was $205.71.

Children *eligible* for this program are those attending schools whose poverty level is above the mean for the community. Within such schools, children who are educationally deprived in particular competencies may qualify for enrollment in Title I programs. Children from both public and nonpublic schools are eligible to participate. Of the 1969-70 participants, 89 percent were enrolled in public schools and 11 percent were from nonpublic schools. Schools which have a lower than average poverty level are not eligible for Title I funds. In all, 16,843 children participated in Title I programs in the year 1969-70. Of those, 75 percent were white, 23 percent black and 1 percent oriental. Two-thirds of the student enrollees were in grades 1 to 5.

During fiscal year 1969-70 about half the children enrolled in Title I programs were in reading or reading-related programs. Other programs included speech and hearing programs, special education programs, guidance programs, cultural enrichment programs, and so on. Schools choose their assessment instruments in light of their program objectives. Therefore, a variety of instruments are used. Those schools operating reading programs are encouraged to use the Gates-MacGinitie Reading Tests (Teachers College Press) to evaluate their programs. Of 20 schools having reading programs, 17 used these tests. This practice affords the State Agency an opportunity to assess statewide gains in reading scores. Demographic, social, cultural, home background, and program data are collected on pretest and posttest forms.

Data were reported by the schools' staffs on prepunched IBM cards provided by the State Agency. The data are interpreted by the Title I staff and are used to develop summaries of descriptive information, published by the State Agency.

Characteristics of successful and nonsuccessful programs are identified and relayed to local agencies for use in modifying their programs. Future project applications are reviewed in the light of past evaluations. In general, reading programs throughout the state have been successful in improving the reading achievement level of the pupils enrolled. Prior to enrollment in a Title I reading program, the average Title I child had been making gains in reading score of .6 months per month in school. During the Title I reading program, such a child made 1.6 months gain in reading score per month in school.

The results of the program are disseminated to the U.S. Office of Education, all education officials in the State Agency, the State Board of Education, the Regents, all Rhode Island school superintendents, and Title I directors and coordinators. A report is prepared for each participating school, and results are made available to the public at the local level.

The assessment of reading programs within Rhode Island is viewed by the Legislature, the schools, and the parents to have been conducted successfully. The assessment of nonreading programs stands to be improved. Evaluation of Title I programs may eventually be integrated with the overall planning and evaluation system now being established in Rhode Island.

Innovative Programs (Title III ESEA)

The objectives are to stimulate innovative programs in elementary and secondary schools, to conduct a statewide needs assessment for education and to undertake cooperative planning across all state and federal programs.

The State Agency (SEA) staff, with the approval of the Board of Regents, initiated Innovative Programs (Title III). The needs assessment portion was initiated by the Title III staff with the approval of the State Agency and the State Advisory Council. The Advisory Council is a group broadly representative of educational and community interests, including business and industry, and it meets at least four times a year. About nine months elapsed from submission of the Letters of Intent until the start of operations.

The Title III Coordinator, after consultation with 16 members of the State Advisory Council for the Title III program, determines how the program is conducted. The Coordinator and the Advisory Council also determine what changes will be made.

The Coordinator is also responsible for planning and general administration. In addition to the Coordinator, two consultants from the State Agency staff, an auditor, four secretaries, contracted consultants as needed, and one consultant from Guidance, Counseling and Testing, work on Innovative Programs. The University of Rhode Island's Curriculum Research and Innovation Center, under contract with the State Agency, does the needs assessment portion.

The program is financed by Title III funds. Total project funds for fiscal year 1972 are $601,529. Program funds are restricted to elementary and secondary students, K-12, in public and approved nonprofit private and parochial schools.

Regular Title III programs in all public and approved private and parochial schools are included in Innovative Programs. For the needs assessment studies, all superintendents of schools, elementary and secondary school principals, State Agency personnel, students, and organizations or persons directly concerned with education in Rhode Island are included. Approved nonprofit, private and parochial schools may not receive a project grant directly, but may participate in local educational project activities in the area. The public elementary and secondary schools (LEAs) must actively seek participation of approved nonprofit, private and parochial schools in Title III projects in their area.

There are no restrictions as to which areas can be investigated, except that 15 percent of the funds must be set aside for programs and projects for the handicapped. The local choice of tests must be consistent with the evaluation design developed locally and must be approved by the Title III staff. Evaluation designs and testing instruments are selected and prepared by consultants employed by local project directors. The evaluation plans are subject to approval by the State Title III Coordinator.

Data for this program are processed by Title III project staffs in the LEAs, with review and monitoring by the State Agency's Title III staff. The University of Rhode Island's Curriculum Research and Development Center, under contract with the Title III office, is responsible for the collection of relevant data for use in the Title III Needs Assessment study. Evaluation specialists employed by the LEAs interpret the data in final evaluation reports. The State Title III Coordinator interprets the findings to the State Advisory Council and U.S. Office of Education (USOE). The U.R.I. Curriculum Research and Development Center provides the Title III office with an analysis and interpretation of the findings. These findings are then reviewed with State Agency specialists in interpretation of the data for validity.

Up to the present, data have been used only for local evaluation purposes. Annual USOE reports attempt to use local evaluation data to interpret the effect of Title III on the state. An Analysis of Needs Assessment data report is used in identifying state educational needs to which Title III project funds are directed. Results of the previous year's evaluation are used in making grant awards for a succeeding year. All Title III projects are funded on the basis of the project serving an identified need.

The results are released by the SEAs Title III staff through reports to other state agencies, the State Advisory Council, the USOE, and the LEAs. Reports are prepared for each participating school. The LEAs release local reports to the public within their project area. The SEA releases reports to the public outside of the project area.

Observation of reactions to this program indicates enthusiastic reception to projects within each project school. Individual project evaluation reports include information on attitudes within schools. Each project has its own Advisory Council, which consists of parents, educators, and other interested parties. These persons exhibit varying degrees of enthusiasm.

The program is expected to continue in some form. There is a possibility of integration of all federal programs in Rhode Island into a cooperative planning and evaluation system, while still maintaining the integrity of the Title III program and each of the other federal programs.

Rhode Island Statewide Testing Program

The objectives of the Rhode Island Statewide Testing Program are to provide assessment at logical points in the school curriculum for purposes of evaluating educational progress; to provide consultant services that will assist the State Agency for Elementary and Secondary Education (SEA) and the local education agencies (LEAs) in obtaining the maximum value from the testing program; to train local personnel in the proper use of test results; and to build a comprehensive data bank, including records from the State Testing Program and other nontest data, thus permitting projection of future trends and needs in Rhode Island.

The Rhode Island General Assembly initiated this program following enactment of legislation in 1963 calling for the organization of a statewide testing program. The Director of Instructional Services, the Consultant of Testing Services, the Rhode Island State Testing Program Committee, and selected State Agency personnel determine how the program is conducted. The Consultant of Testing Services and the LEAs, with the approval of the Commissioner of Education, determine what changes will be made.

The program is coordinated by the Consultant of Testing Services, who is responsible for planning and general administration. The Consultant of Testing Services and one secretary spend full time on the project. Rhode Island College in Providence maintains a data bank for this program, and other outside consultants and agencies are utilized periodically as needed.

The program is financed by state funds. The cost was $153,000 during fiscal year 1970-71; $534,000 has been requested for 1970-71 for additional measures and grades tested.

All students in kindergarten and grades 4 and 8 in all public, private, and parochial schools are included. Legislation requires testing of all children in all schools, but this program is limited by available funds. Approximately 97 percent of the schools participated last year.

The areas measured in each of the three grades are as follows: kindergarten (spring) – reading readiness; fourth grade (beginning of year) – mental ability and achievement battery; and eighth grade (May) – achievement battery. The Metropolitan Readiness Test (Harcourt Brace Jovanovich, Inc.) is used in kindergarten. The fourth graders take the Lorge-Thorndike Intelligence Tests and the Iowa Tests of Basic Skills (Houghton Mifflin Company). The Iowa Tests of Basic Skills are given in the eighth grade. Benefits received by family and race, teacher's evaluation of "rate of learning" by pupil, and prognosis of pupil performance are collected in kindergarten. In grades 4 and 8, a 29-item demographic questionnaire is administered. The Rhode Island State Testing Program Committee, comprised of experts in the field of evaluation and statistical analysis from the State Agency for Elementary and Secondary Education and local colleges and universities, selects the tests.

The data are processed by Measurement Research Center (MRC) in Iowa City, Iowa. The Consultant of Testing Services, the Director of the Data Bank, the test publishers and MRC, and teams of outside consultants interpret the data. Test results are given to administrators and teachers in the LEAs to assist them in improving curriculums and in identifying individual and group problems. Studies are presently being made to assist the State Agency and the LEAs in evaluating current educational procedures.

The State Agency, through MRC, releases the results to each LEA. The State Agency also conducts interpretive meetings with each LEA. Reports are prepared for each participating school and local results are released to the public through the LEAs at their choice.

The Legislature and most schools view the program positively. The goals directly affected by the present program are being achieved; however, it is limited by available funds. There is a high probability for continuation and, hopefully, the program will be expanded.

The Vocational and Technical Education Program

The goals of this program are to produce students who will: make a meaningful contribution to society; sustain and improve both the state's and the nation's economy; adapt to change as change is demanded of them; support themselves and their families; develop their own greatest potential; and lead full and rewarding personal lives. The program, however, does not take the place of general academic education. It supplements and enhances general education, to assist those students who want preparation for a chosen occupation. Vocational education helps to give definite purpose and meaning to education by relating training to specific occupational goals, in the opinion of the State Agency staff, the State Advisory Council, local advisory committees, and local liaison staff and craft committees who participated in the preparation of the goals and objectives. Specific outcomes by level and program, and changes from 1971 to 1975, are delineated in the "Rhode Island State Plan for the Administration of Vocational Education," dated June 1970.

The Legislature initiated the program with the passage of the Vocational Education Act of 1963 and the State Bond Issues and Appropriation. Approximately $16,000,000 has become available for the construction of vocational-technical facilities and all of this amount has been programmed to date. The State Board of Education later contracted with the Institute of Field Studies of Teachers College, Columbia University, to make an in-depth study of the vocational education needs in Rhode Island. The Board accepted the recommendations of its consultants and proceeded to establish a network of vocational-technical facilities at and with selected comprehensive high schools in seven areas of the state and a regional vocational-technical school in the Blackstone Valley area.

A task force, acting on recommendations of advisory groups, including those from business and industry, oversees the planning and conduct of the program and determines what changes will be made. Coordination of the plans and the program is the responsibility of the State Agency. The professional staff of the Vocational Education Division is responsible for curriculum development, consultation, supervision, evaluation, and guidance. Sixteen professional staff spend full time on this program. All of the professional staff have master's degrees or equivalent course work plus appropriate backgrounds and experience. Other agencies, such as the University of Rhode Island and statewide groups representing business and industry, are routinely involved. In addition, outside consultants are involved from time to time; presently the Ohio State Research Center and the state are cooperating on a project.

Buildings and other facilities are financed by the state. Some operating costs and certain tuition charges are financed by local funds.

The formal program is limited to students in grades 10-12. For those who continue their education, the program extends to grades 13 and 14. Some orientation and interest courses are offered at the junior high school level.

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Students in special education, in manpower training programs, and the disadvantaged are included. In the recent past, approximately 18 percent of the students in the state have enrolled. This year, 22 percent are enrolled in the program and this proportion is expected to go higher in the future. Participation in the program is voluntary for students, but it is mandatory for local schools to provide the program. Rural and semirural areas are served by area schools (centers).

Approximately 103 instructional programs are offered in major occupational areas such as agriculture, health, home preparation and economics, office practice, technical education, and trades and industry. Tests are constructed locally, but a questionnaire is employed for purposes of ongoing evaluation and description. Related data collected for this program include financial data by sources and adjustments for federal funds received; expenditures by source, purpose, and level and treatment group; expenditures by object, purpose, and location; salaries, equipment, other instructional costs, guidance and counseling, and so on; school construction; numbers of teachers and status of teacher training in vocational education; and enrollments by level, program, and specific treatment group.

The State Agency processes the data from the evaluation questionnaires; both the State Agency and advisory committees are responsible for interpreting the data. Recently, new programs and newer facilities were made possible by action taken on the basis of the data from the questionnaires. Follow-up studies by local schools are coordinated by the State Agency and related to overall objectives for evaluation purposes.

The U.S. Office of Education regional office, the State Advisory Council, local advisory committees, and departments within the State Agency receive formal reports of the results of this program. Reports are not prepared for participating schools, but important information from the results is sent to the schools through newsletters. Program results are made available to the public in various ways decided upon by area advisory committees. An example of such program reporting would be through "openhouses." State or local coordinators participate in these dissemination activities.

The program is viewed positively by the various publics, as indicated by the recent passage of a bond issue for $7,750,000. One major problem reported was that the area schools are not getting enough support from local schools in the matter of personnel complement.

Program goals and objectives are "on target." No major modifications in the program are expected at this time, except for incorporating plans under the Manpower Development and Training Act.

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SOUTH CAROLINA

Senior Survey

The Senior Survey is projected as a pilot operation for the spring of 1971 and for full-scale administration in the fall of 1971. The objectives of the survey are to assist high school counselors in guiding students in their post-high-school planning, to assist state higher-education institutions in planning for enrollment and programs, and to assist seniors in identifying their post-high-school plans.

The idea was initiated by the Office of Research of the Department of Education. Impetus was provided by the January 1970 annual report of the South Carolina Commission on Higher Education, in which the idea was supported. These two groups made independent plans, then joined forces. One-and-a-half years elapsed between initiation of the idea and implementation of the program. Planning and control of the project now resides jointly in the Office of Research and the Commission on Higher Education, with consultation from other groups.

The project is coordinated by the staff of the Office of Research. Their responsibilities include development of instruments, access to schools, and distribution and receipt of survey forms. Decisions regarding staff, workload, printing, and mailing are not firm for the 1971 fall administration. One professional staff member in the Office of Research devotes 25 percent of his time to this project.

The Office of Research and the Commission on Higher Education will share the cost equally for the 1971 administration. The cost for the spring of 1971 pilot operation is $10,000.

Approximately 36,000 seniors in public and private high schools will participate. It is voluntary for private schools, mandatory for public schools.

The content of data to be collected includes biographical information and educational and work aspirations. Related information to be collected includes family income, financial need, class rank, age, sex, and race. A questionnaire developed for this specific project contains approximately 40 items and was prepared by personnel in the Office of Research. It was sent to the College Entrance Examination Board in Atlanta for editing, mostly in terms of appropriateness for machine scoring.

The data are to be collected by the Office of Research and transmitted to the College Board (Atlanta), which is contracted to consult on content and analysis plans, score all answer sheets, and analyze and report back to the Office of Research. The College Board will provide some interpretation, but responsibility rests with the Office of Research to produce documents of use to guidance counselors and the Commission on Higher Education.

Results will be used to aid guidance counselors in helping seniors make post-high-school plans; however, no feedback to the students is planned. Results will also be used by the colleges in South Carolina in planning for enrollment and programs.

A formal report issued by the Office of Research will go to the Commission on Higher Education and to the Director of the Office of Research. There are no known plans for dissemination to each school or to the public at this time.

It is not known whether the program will continue. If interpretation and application of findings proceed as anticipated, it is likely the program will continue. It is planned that, in 1972, the 1971 respondents will be followed up as to school and job placement. A future intent is to administer the instrument to tenth graders to aid them in their planning.

The Five-Year Plan to Improve Education in South Carolina

In what follows, statements concerning instructional objectives and measurement of instructional outcomes represent current thinking, not precise plans at this time. Ultimately, this program's objectives are to identify the full range of major educational needs of schools and children, to develop a statewide data collection and utilization system, to identify particular objectives within each need area, to assess status, and to improve instruction and facilities as indicated by objectives-status disparity. The more immediate objective is to isolate the responsibilities that must be met at the state level and to center planning in these.

A 1962 act of the State Legislature required the State Board of Education to "review periodically the educational needs, evaluate outcomes, and promote plans for meeting these needs." In 1968, Title III and other federal requirements provided added impetus for the Department of Education to mount the needs assessment. The University of South Carolina was contracted to develop a model and undertake the Assessment of Needs in 1969. In early 1970, the Board accepted the contracted Needs Assessment and adopted 11 major needs areas as "the educational objectives for 1975."

The Needs Assessment itself was put in the hands of the contracting agency. After the State Board of Education accepted the formal report in early 1970 and a separate Department of Education analysis of the report into 11 major needs, the Superintendent set up a Planning Office with a full-time director. A task force for each of the 11 goal areas has been set up, consisting of staff in the Department of Education. Other inputs to the planning process will be from reaction panels (local school personnel and other educators), the Research Office, and in- and out-of-state consultants. The planning process involves approval by review panels at several stages and also by the Superintendent of Public Instruction. Final approval by the Board is expected in September 1971 concerning plans for 1971-72 assessments in 8 of the 11 major areas. Basic skills is one of these areas.

The Planning Office coordinates all present activities. Although a task force has been set up for each of the 11 goal areas, currently 8 are functioning. The task forces are composed of professional personnel in the Department of Education who have had direct experience with the specific goal area.

The job of each task force is to specify subobjectives, plan for data collection, anticipate costs and resources, set up a five-year series of goals and activities, and map out an evaluation design. They are also responsible for implementation and execution of these activities. The task forces have six to ten members each and may engage additional consultants. Department of Education members spend about 10 percent of their time on this project.

The program is financed by the Department of Education through Title IV, Section 402, in setting up the Planning Office.

In 1970-71, all students in grade 4 in public schools were tested for measurement of status as contrasted with national norms. It is expected that eventually grades 4, 7, 9, and 12 will be tested, but there are no precise plans yet. It is likely that only grades 4 and 7 will be involved in 1971-72. Private schools may participate voluntarily in basic skills assessment.

At present, objectives in the goals areas have been submitted and approved. No assessment has taken place except in terms of broad needs. The approach of the "Five-Year Plan" includes concern with "improved instruction in basic language and mathematical skills." Beyond this it does not seem to relate to instructional goals and assessment per se. The basic skills areas will include reading and mathematics. The California Achievement Tests (California Test Bureau) were used this year in grade 4. No specific tests have yet been chosen for subsequent years, but standardized achievement tests will be used.

It is the responsibility of the Office of Research to arrange for processing and interpretation of the data. The data processing will be done within the Department of Education. It is projected that the results will be used to indicate areas in which changes are needed and as a basis for management decisions at the State Department of Education level.

Prospects for the future of the program appear quite good. It is intended to assess regularly for continuous assessment of needs and to determine the status and attainment of objectives. There is no information at this time as to whether assessment at the instructional level will go beyond reading and mathematics. Particular models and frequencies of assessment depend upon what subobjectives the task forces derive. It is anticipated that attitudes will be included in future assessment at the student level.

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SOUTH DAKOTA

The Quality, Impact, and Future of Private Education in South Dakota

The objectives of this program are: 1) to provide data as a basis of soliciting state aid for private education; 2) to document the "quality impact" of private education on all education in the state; and 3) to determine the future of private education in the state.

This study was initiated as a result of an executive order by the Governor of South Dakota dated March 1970, in conjunction with private school representatives. The study was started in July 1970 and completed in December 1970. Program planning and changes were determined by a committee of private school representatives. Planning was conducted by two subcommittees in conjunction with the Study Coordinator.

The Study Coordinator's responsibilities included general project planning and direction. Staff members included four professional people and four secretaries. The proportion of time on the project was estimated as two full-time equivalents for the professional level and two full-time equivalents for secretarial support. The Study Coordinator, both Consultants, and the Committee Member all have graduate degrees in education and experience in school or college administration.

The study was financed by participant donation with some assistance from the Department of Public Instruction. Estimates regarding the cost are not presently available.

The target population included all private education—elementary, secondary, and higher education. It is estimated that the target population included 76 private schools with an approximate population of 16,700 students. Participation was voluntary and about 95 percent of the eligible schools participated last year.

The general concern in this study was to collect data that would be helpful in assessing the quality, impact, and future of private education in South Dakota. A considerable variety of data was collected, including information regarding costs, student enrollment, facilities, and curricular offerings. The measures used to provide baseline data consisted of questionnaires developed for the project by the committee staff members.

The study staff was responsible for the collection, processing, and interpretation of data. The results were provided to the Governor, to present the case for state aid to private schools.

Formal study reports were also submitted to the State Department of Public Instruction, the State Legislature, the State Board of Education, and private school administrators. A report was prepared for each participating school, and the study results were made available to the public through the news media, publications, and special television presentations. The results were disseminated by the Coordinator and the study staff when the study was completed.

The program is viewed negatively by various sections of the State Department of Public Instruction, the State Legislature, public school administrators, and parents of children in public schools. However, it is viewed positively by administrators of private schools and by parents of children in private schools.

A general evaluation of private education is likely to continue. The objective of providing visibility for the cause of state aid to private education was achieved. However, to date, the other objectives have not been achieved. The major problem related to the study was described as the lack of uniform records among private schools, making interpretation of data either difficult or impossible. It is anticipated that some private educational institutions will drop out of the evaluation program.

Education: South Dakota—A Statewide Survey of the Public Schools

The objectives of this survey are to provide a description and an evaluation of the present status of education in South Dakota and to provide a resulting set of proposed recommendations for future planning. This comprehensive and detailed study of the status of education was initiated by the State Board of Education and conducted by the Bureau of Field Studies and Surveys, College of Education, University of Minnesota. The final report of this study consists of 466 pages. The study was initiated in November 1968 and concluded in December 1969.

Planning was directed by the Bureau of Field Studies and Surveys. A three-member Department of Public Instruction Study Staff was involved in the general planning.

The Bureau of Field Studies and Surveys coordinated the statewide study activities with the assistance of a Department of Public Instruction representative. Total staff included seven members at the professional level and two at the clerical level. The estimated proportion of staff time on the project was three full-time equivalents at the professional level and two full-time equivalents at the clerical level. The Director, Associate Director, Resident Director, and two of the consultants have done graduate work in education and have had experience in teaching and/or school administration.

The study was financed by funds from Title III, ESEA. The portion of the study which included special education and pupil personnel services was funded from Title VI, ESEA. The cost of this study was estimated at $48,000 (Title III funds, $40,000; Title VI funds, $8,000).

The target population included all educational programs and services provided for students from kindergarten through grade 12, including vocational programs. The number of students in the target population was estimated at 182,000 (public school students—166,300; private school students—15,700). Schools were required to participate. Private education was considered to the extent that it is related to provisions for public education.

The target areas for this study included educational programs (elementary and secondary, special education and pupil personnel services, vocational education); professional personnel; financial support; school district organizations;

the Department of Public Instruction's organizational structure; population trends and enrollment projections; and economic factors affecting available financial resources for education. The basic measures used in the study included separate self-study guides for independent districts, common districts, and county superintendents. An additional instrument was a "reactor's guide" to the statewide study. Extensive interviews were also conducted with local school representatives in every county of the state. The Study Staff developed the instruments needed for this project.

The responsibility for collecting raw data was assumed by the Bureau of Field Studies and Surveys, in conjunction with the Department of Public Instruction's Study Staff. The Study Staff was responsible for the interpretation of the data. The results were used to determine the status of education in South Dakota. The Guides were designed to establish baseline data for future planning.

Formal reports were submitted to the State Department of Public Instruction, the State Legislature, the State Board of Education, every school district, and every local study committee. A report was prepared for each participating school. The results were also made available to the educational community and the public through publications, TV, newspapers, and specific South Dakota Educational Association (SDEA) publications. The Department of Public Instruction disseminated the information as the reports were completed.

The program is viewed positively by various sections of the State Department of Public Instruction (with some disagreement), by the schools, and by the parents. The Legislature views the program with some disagreement and apprehension.

Implementation of the study goals and objectives is being delayed pending the State Board of Education's reaction to the study recommendations. It is likely, but not certain, that the program will continue. Although there is nonacceptance of some of the recommendations in the study, an effort will very likely be initiated to determine the feasibility of various parts of the complete report.

An Assessment of Educational Needs in the Affective Domain

The objectives of this program were to assess statewide educational needs in the affective domain and to bring about an awareness of the identified issues and concerns. This study was organized by the Department of Public Instruction and is part of an overall comprehensive study of educational needs conducted by the Title III, ESEA Division and the State Department of Public Instruction. The study was initiated in the fall of 1969 and completed in August 1970.

The plan for the study was developed by the project director, who is from the School of Education, University of South Dakota, in conjunction with three study staff members from the Department of Public Instruction and two individual consultants (one from the School of Education of the University of South Dakota and one from the School of Education of the University of Montana).

Statewide coordination was conducted by the project director in conjunction with the administrator of Title III. Staff members included nine at the professional level and two at the secretarial level. The proportion of time spent on the project was estimated at three full-time equivalents at the professional level and one-and-a-half full-time equivalents at the clerical level. Both the project director and assistant project director have doctorates in education and experience in teaching and school administration.

The study was financed with funds from Title III, ESEA. The estimated cost of the study was $15,000.

The target population included sixth grade and eleventh grade students, teachers and administrators, parents of students in school, and the lay public. Last year 453 sixth and 514 eleventh graders in a representative sampling of about 25 percent of the public schools participated on a voluntary basis.

The target areas concerned the attitudes and values reflected in five categories: 1) moral, ethical, and spiritual values; 2) democratic values; 3) patriotic values); 4) values dealing with the individual and his rights; and 5) health and conduct values. The questionnaire used consisted of 50 attitude statements regarding: 1) children and youth; 2) education and school issues; 3) current social issues; 4) moral, ethical, and religious matters; and 5) the future in general. Adults were asked to identify values and attitudes which they wished to have transmitted to the children and the degree to which they believed the schools were transmitting these values to the children. The children were then asked to respond to the same values and attitudes, and to indicate the degree of their transmission. The questionnaires were developed by members of the School of Education at the University of South Dakota.

Additional information collected for interpretation included age, sex, marital status, educational level, religious affiliation, family income level, city, county, and region in the state.

The University of South Dakota was responsible for the collection, processing, and interpretation of the data. The results were used to determine statewise educational needs in the affective domain. Actions or decisions which have been based on the study results include the following: 1) Title III funds are granted according to need; 2) educational programs with identified needs are now getting priority considerations; and 3) an educational needs list that will be used for further assessment of educational needs in the affective domain was developed.

Formal reports of this study have been received by the State Department of Public Instruction, all schools in the state, and the U.S. Office of Education. The program results have also been made available to the public and educators through formal reports, magazine and newspaper articles, and special presentations to school administrators. Information was disseminated by the Department of Public Instruction as reports became available, and at the conclusion of the study.

The study has been viewed very positively by the State Department of Public Instruction and the schools. The Legislature views the program indifferently or with some reservations. There has been unfavorable reaction by some parents.

The study has been completed and, as it was constituted, is not likely to continue. Some evidence of specific goals and objectives being achieved through this study is indicated by the funding of new programs such as the drug education program. The major problem related to the program involves the limited awareness of educational needs by the public and by many educators. The major modification anticipated is the inclusion of further efforts which involve this kind of study and other larger studies presently in existence.

Statewide Testing Program

The goal of South Dakota's Statewide Testing Program is to provide objective data regarding achievement level and intellectual ability of students to assist in counseling, in educational programming, and in the general guidance of each student.

This program was initiated by the Division of Pupil Personnel Services of the Department of Public Instruction in September 1958 and implemented in October 1959. Program planning is determined by the Division of Pupil Personnel Services, which also determines what changes will be made in the program.

The program is coordinated on a statewide basis by the Guidance Administrator in the Division of Pupil Personnel Services. Her general responsibilities include planning, implementation, and supervision. Specific responsibilities include liaison with test publishers, registration of schools, workshop activities, and dissemination of information. The total staff for this program includes one professional person and two secretaries. The estimated proportion of staff time devoted to the program at the professional level is one-tenth full-time equivalent and at clerical support level, one-and-a-half full-time equivalents. The Director has a master's degree in guidance and over 20 years experience in counseling and teaching. The South Dakota Personnel and Guidance Association participated in the program on a consulting basis.

The program is now financed by Title III, ESEA funds. The estimated annual cost of the program is $30,000.

The target population for this testing program includes grades 9 and 11. There are 26,036 students at these two grade levels in South Dakota. Of this total, 22,526 students, or about 87 percent, were tested during the past year. Both public and private schools are included on a voluntary basis. An estimated 90-95 percent of the schools are participating in the program.

The target areas for the program are scholastic aptitude and academic achievement in selected subject areas. The measures used in the program are the Iowa Tests of Educational Development (Science Research Associates, Inc.) in grades 9 and 11 and the Lorge-Thorndike Intelligence Tests (Houghton Mifflin Company) in grade 9. The tests were selected as a result of voting by counselors within the state, in conjunction with the advisory committee of the guidance staff, NDEA Title V. Additional information collected for analysis includes sex and age.

The tests are scored by Measurement Research Center, Iowa City, Iowa, and South Dakota State College. Copies of test results are submitted to the individual schools and to the Department of Public Instruction. General responsibility for the interpretation of data is assumed by the Department of Public Instruction; however, specific responsibilities have been assigned to South Dakota State University (with regard to the results of the intelligence tests) and to a commercial organization (in the case of the achievement test results). The test results are used in counseling individual students. Achievement test results are also used for some class organization purposes.

Formal reports on the program are submitted to the State Department of Public Instruction, to the Governor, and to Federal Administrators in Title III. Reports are not prepared for participating schools, and program results are not made available to the public.

The program is viewed positively by various sections of the State Department of Public Instruction and by participating schools. The major problems relating to the program include the lack of use of test results by some schools, and the possible misuse of test results in other schools. The parents' view of the program is generally positive.

The program is likely to continue as a statewide program if federal funding continues. No program modifications are currently anticipated.

Evaluation of the Vocational-Technical Program in South Dakota

The purpose of this evaluation study was to determine how well South Dakota has met the stated objectives regarding the need for vocational-technical education and training for secondary, postsecondary, and adult levels in relation to manpower requirements. The training effort was directed also to meet the needs of the disadvantaged and handicapped population of the state.

The evaluation program was initiated by the State Advisory Council for Vocational Education, through the Division of Vocational-Technical Education, in January 1970, and completed in September 1970. General planning was done by the Director of the Division of Vocational-Technical Education in close cooperation with members of the State Advisory Council. The State Director, in conjunction with the State Board and local education agencies, and with advice from state and local advisory committees, determines what changes will be made.

Statewide coordination was conducted by the Division of Vocational-Technical Education. Staff members included three consultants, seven staff members of the Division of Vocational-Technical Education, and one secretary. The proportion of staff time was estimated at two-and-a-half full-time equivalents at the professional level and a half-time equivalent at the secretarial level. Two of the three consultants have graduate degrees in education and have done teaching at the secondary and college level. The third consultant has a B.S. degree, has had teaching experience, and is a State Director of Vocational and Technical Education. The following agencies are also involved: the Vocational Consultants of Colorado, the Bureau of Employment Security, the Research Bureau of the University of South Dakota, and the Comprehensive Area Manpower Planning System.

The program was financed through federal Public Law 90-576. The estimated cost of the evaluation program was $14,500.

The target population included individuals at the secondary (in-school) level, postsecondary (dropout or graduate) level, adult level, and the disadvantaged and handicapped (at any level). An estimated 112,794 individuals in South Dakota are disadvantaged or handicapped and need occupational skill training to improve their social and economic status. The critical age group in the target population includes individuals from ages 15 through 24 years. The program is for public schools only, and their participation is mandatory.

The target areas for this evaluation study included agriculture, distributive education, consumer and homemaker education, health occupations, business and office education, trade and investment education, technical education, and the general South Dakota Comprehensive Manpower Plan for 1970. The general plan for the evaluation was to engage the services of vocational education specialists who would compile the necessary data, analyze and interpret it, and make appropriate inferences and recommendations based on the findings. No formal measures were utilized. The general data collection procedure included reports drafted by consultants after having made on-site visits.

The consultants engaged by the Division of Vocational-Technical Education were responsible for collecting, processing, and interpreting the data. The results were used to answer legal requirements and as a basis for drafting recommendations. General actions based on the results include local program adjustments and some adjustments in administrative patterns.

Formal reports on this program have been received by the State Legislature, the State Board of Education, the Governor, local school boards, and local school administrative officers. A report was prepared for each participating school, and the program results were made available to the public. Results were made available upon request by the Division of Vocational-Technical Education as they were completed.

The program has been viewed positively by the various sections of the State Department of Public Instruction, the State Legislature, public and private schools, and parents.

The program is very likely to continue, but with more emphasis on self-evaluation and qualitative evaluation rather than quantitative. The major problems were described as an inadequate number of on-site visits to the total possible schools that could have been visited. This was especially critical at the high school level in rural areas. The major modification expected is the use of an instrument in the process of self-evaluation.

Evaluation of Adult Basic Education in South Dakota

The general purpose of this program is to provide educational opportunities for individuals 16 years of age or older with less than an eighth grade education. More specifically, the objectives are: 1) to provide a base for change, correction, and motivation of the basic learning skills with which the adult learner is constantly confronted, so that his total individual educational process becomes a reality deeply involved with the better life and concerned not necessarily with the goals at hand but with progressive change as well; 2) to assimilate the total process of adult education, in a highly motivational structure, dedicated to serving a changing and developmental adult population; and 3) to aid adequately the adult population in experiencing confidence in the educational process, sensitized to individual needs, blended with visionary change, and charged with the desire to have personal identity remain as a rationale completely functional and responsible to the human society.

The program was initiated by the Department of Public Instruction in January 1966 and implemented in March 1966. The first program was started in Sioux Falls and is still going on. The program is authorized by the State Board of Education, through the Department of Public Instruction. The State Director of Adult Basic Education (ABE) initiates programs in accordance with the State Plan for ABE. The State Advisory Committee is involved actively with a feedback process and changes are initiated by the State Director of ABE in conjunction with the Advisory Committee. Information is then received by the State Superintendent of Public Instruction for further recommendations.

The program is coordinated by a director in the Department of Public Instruction in consultation with the Advisory Committee. Personnel includes two staff members, one at the professional level and one at the paraprofessional level. Both staff members devote full time to this project. The director has a specialist degree in education beyond the master's and several years experience in teaching and educational administration. He has worked extensively in the field of adult education. The paraprofessional has one year of college, two years of experience with this program, and a Secretary I rating. The Comprehensive Area Manpower Planning System, for which the State Director is a consultant appointed by the Governor of South Dakota, participates on a consulting basis.

This program is 90 percent financed from federal funds (federal Public Law 91-230) and 10 percent from state or local funds. The State Legislature furnishes 10 percent for state administration, while the school districts furnish their 10 percent at the local level. The estimated cost of the program for fiscal year 1970 was $165,279. A special project for $50,000 was also operating under Section 309B of the federal Adult Education Act (PL 89-750).

The target population includes individuals 16 years of age and older who have not completed the eighth grade. There are no limitations for individuals participating in the program. The number in the target population is estimated at 54,000; an estimated 40.2 percent of the 203,000 individuals of age 18 or older have not completed the twelfth grade. The program is generally contracted to public school systems. About 3 or 4 percent of the schools participated last year on a voluntary basis. There are no limitations as to type of community. Four of the programs are located on Indian Reservations (Pine Ridge in Batesland, Eagle Butte, Sisseton, and Flandreau); the remaining nine programs are located in various communities throughout the state; one program is located in the South Dakota State Penitentiary.

The major target area involves the educational deficiencies in an individual's academic program. The major adult deficiency identified to date is one of general communication skills. The measures used so far consist of reporting forms designed to transmit information from the local level to the state level. The major criterion used in report form development was a matter of maximizing the efficiency of describing local program functioning. The report forms were prepared by the State Director of ABE with suggestions from the Advisory Committee and were designed to mesh with present ongoing reports. Information collected for analysis includes location of cases within counties, sex, age, previous course work, instructional program costs, teachers' salaries, marital status, family size, employment status, and welfare status.

The local communities are responsible for collection of raw data. These data are assimilated by the State Department of Public Instruction, which is responsible for the interpretation of data. The results are used for program projection, for program control, and for general public relations purposes. Actions or decisions which have been based on program results include increased funding, program expansion, and the improvement of management objectives.

Formal program reports are submitted to the State Department of Public Instruction, the State Board of Education, the Advisory Committee, all local directors, program directors in other states, the U.S. Office of Education (through the regional offices of USOE), and each participating school. Program results are also made available to the public. Results are disseminated by the State Director's Office through publications and special mailings, and by the use of all news media by the public relations section of the Department of Public Instruction.

The program is viewed positively by various sections of the Department of Public Instruction, the State Legislature, the schools, and parents. The program goals and objectives are generally achieved at a satisfactory level, and the program is likely to continue. Major problems include early notification of program authority from Washington, D.C., lack of adequate funding, need for greater community involvement at the local level, and the process of bringing candidates into the program. Sixteen local programs, at an average cost of less than $1.50 per instructional hour, are presently in existence; 34 additional local programs will be added if additional funding becomes available. One anticipated modification is the inclusion, as potential candidates, of all individuals who have not completed grade 12.

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TENNESSEE

Tennessee Needs Assessment (Title III, ESEA), Years I, II, III

Most of what follows is related to past and ongoing work in assessing needs; plans remain incomplete for assessment of achievement status as compared with instructional objectives. The goals of the needs assessment program are to determine "operational objectives" for the Department of Education as a basis for improved management functions of all sorts (instruction, data-gathering, communications, and so on) and to ascertain critical educational needs as perceived by educators and others in various geographical regions. There is at this time no precise plan for developing specific instructional objectives.

The Department of Education initiated the idea, following the ESEA (Title III) State Administration Guidelines. "Design for Tennessee Assessment and Evaluation" was published in March 1969. The first activity toward stating major needs began immediately. The Department of Education and the Bureau of Educational Research and Services of Memphis State University, under contract, did the initial planning. Present planning is under the Division of Instruction in the Department of Education and in the Title IV, Section 402 Planning and Evaluation office, now being formed. The Department of Education's Administrative Council determines what changes will be made.

The Department of Education administers the program through the new Title IV office and various program chiefs in the Department. The projected plans call for the following staff: Planner, Evaluator, Systems Analyst, Systems Procedurist, and supporting staff.

The program is financed by state funds through the Department of Education and by federal funds (Title III, Title I, and Title IV, Section 402).

Grades 5, 8, and 11 will be included in the future assessment of achievement. A 15 percent sample of grades 8 and 11 will be tested on attitudes toward learning. Several groups have responded or will respond in stating the primary educational needs: a sample of parents; a sample of school board members; a sample of business, industrial and professional people; a 5 percent sample of teachers; and all superintendents, all principals, all supervisors, and all Department of Education field staff. Only public schools will participate in the present statewide testing and in later student assessment.

In Needs Assessment, the target area is the variety of management functions in the Department of Education, with improvements and changes to be based on the statement of major statewide and regional needs in administering education. The target areas in assessing student status are attitudes toward learning and general school achievement. The Stanford Achievement Tests (Harcourt Brace Jovanovich, Inc.) are given in grades 5 and 8. The Differential Aptitude Tests (The Psychological Corporation) are used in grade 11. A 96-item attitude scale entitled "Attitudes Toward Learning" is administered in grades 8 and 11, and a mailed questionnaire is used to ascertain needs as perceived by several statewide populations. The "Attitudes Toward Learning" scale and the questionnaire were developed by the Department of Education staff and consultants from Memphis State University. They were selected by the Department of Education as appropriate for general achievement in grades 5 and 8, as appropriate for clues to aptitudes in grade 11, and as appropriate for determining goals as seen by different populations. Demographic data are also collected.

The Department of Education processes and interprets the needs assessment data. Year I Needs Assessment data will be used to suggest management decisions in the Department of Education in terms of priorities. Year I Needs Assessment data were summarized in "1969 Guidelines for Tennessee Title III Project Applicants," to be used as a guide in selecting project purposes. Eight instruction-related statements were presented. No action has been taken yet; they will wait for completion of the three-year cycle.

The original "Design for Assessment and Evaluation" was prepared by the contractor for submission to the Department of Education (1969). Title III Guidelines (1969) went to all local applicants and grantees. Reports will be sent to the schools and released to the public at the end of the three-year cycle. Conferences, workshops, and publications will be provided by the Title IV office.

Year III Needs Assessment is projected for late 1971; the same approach will be used as in 1969, but with different statewide populations. The Attitudes Survey is expected to continue. The Planning and Evaluation office is being developed in the Department of Education to coordinate the assessment programs and to assist in planning new programs. It is not known what changes may result from the formation of this office, except that student instructional attainment will be related to the earlier determination of critical needs. It is not certain, for example, that the instruments used in the 1970 statewide testing, listed above, will continue to be used, or to what extent they will provide the data needed in assessing student attainment.

INDIVIDUALS INTERVIEWED

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TEXAS

Part I, Pupil Appraisal–Cognitive Domain

This program is in the pilot stage. Its two primary goals are to obtain information about individuals at an age before school dropout begins and to provide information upon which to base decisions about curriculum strategies and resource allocations.

The program was initiated by the State Department of Education, with the assistance of the regional Education Service Centers (ESCs). One year elapsed from initiation of the idea to implementation of the program. The Texas Education Agency (TEA), the regional ESCs and local school districts will determine how the program is conducted and what changes will be made. Planning is done through a task force composed of TEA personnel. Local and regional personnel were consulted.

The TEA is responsible for the overall administration of the program, which is implemented through the regional ESCs and the local school districts. More specifically, TEA is responsible for planning, design, data analysis, and evaluation. The ESCs are responsible for coordination and post-test workshops. The local school districts are responsible for test administration, data utilization, and program evaluation. The TEA uses about 1,500 man hours for the task force group to study and make decisions and for the needs assessment staff to carry out details of staff work. The ESCs use about 50 man hours each to make initial approaches to schools and to hold workshops.

The program will be financed through federal (Title III, ESEA), state and local funds. Information on cost is not available yet.

All 11-year-old students, except those in special education programs, in one region of the state were pilot tested in 1970-71. The region, served by the Region V, Education Service Center (ESC), is in the Beaumont area of Texas. The sample includes about 3,200 students. Only public schools are included this year. Twenty-five campuses in 16 school districts are involved in the pilot testing. These schools are required to participate.

The pilot study is designed to measure student performance in the areas of reading and mathematics and to gather demographic data to correlate with pupil performance. There will also be an investigation of "interference factors." The tests to be used are the Stanford Diagnostic Reading Test (Harcourt Brace Jovanovich, Inc.) and the Prescriptive Mathematics Inventory-PMI (California Test Bureau). Tests were chosen on the basis of recommendations of reading and mathematics consultants working with the task force. The Stanford Diagnostic Reading Test was chosen because it contains sequentially ordered skills which can be measured through item analysis; the PMI was selected because of the cognitive objectives measured by the instrument. Other data collected, using a Pupil Identification Form, include school code, pupil code, sex, number of people living at home, race, language spoken most often at home, number of rooms in the home, father's education, number of different schools attended previous year, grade, and the number of hours spent watching TV each week day outside of school.

The pilot study data will be processed by a commercial contractor not yet selected. Later phases of the full operational program will utilize computers in the regional ESCs. The TEA Office of Planning, the program managers of the task force (specialists from various divisions within TEA), regional ESC staff, and local school district staff will interpret the results.

The data are to be used by the TEA Office of Planning to assess and document large population needs. Individual program managers will determine needs to be addressed by their programs. Regional ESCs will use these data for inservice purposes and to determine regional pupil needs.

Reports will be made available to the TEA, the State Board of Education, the executive directors of the regional ESCs, and the local school districts. A report will be prepared for each participating school, and summary results will be available to the public.

The prospects are good for the next five years. The pilot phase has been funded for 1970-71 for Region V, Educational Service Center. Field testing in other regional ESCs is being planned for 1971-72. All 20 regional ESCs are expected to participate from 1972 through 1976. The project will be expanded in 1975-76 to include 14-year-old students.

Part I-C, Academic Performance–Texas Achievement Appraisal Study

The objectives of this study are to obtain information about academic performance of seniors for the purpose of curriculum and program planning at the local, regional, and state levels. The study will be a follow-up to the August 1968 report of the Governor's Committee on Public School Education (COPSE) and will be a longitudinal study to see what changes in students' performances have occurred in the last four years in the areas of mathematics, science, social studies, and the language arts.

The program was first initiated in 1967 as part of the COPSE study. The 1970-71 follow-up study is part of a longitudinal study which will be conducted again in 1973-74 and is planned to be repeated every four years. Planning has been done by the Texas Education Agency (TEA). The TEA will also determine what changes, if any, might be made.

The TEA and the regional Education Service Centers (ESCs) will be responsible for administering this program, with TEA responsible for design, evaluation, and state administration. The ESCs are responsible for coordination of regional administrations; the local schools administer the tests. The TEA has 5 professional staff members who devote half their time to this study; the ESCs have 20 professional staff members who spend similar proportions of time.

Federal (Title III, ESEA), state, and local funds will be used. The cost is $12,000.

A sample of 90,000 high school seniors in 175 school districts in 20 Education Service Center regions will be included. Participation is required of the sample of schools selected.

The target areas include mathematics, natural science, social studies, and English. The American College Testing Program (ACT) battery and a special Texas Student Profile designed by the ACT will be given. Related data collected from the Texas Student Profile includes the following: father's occupation, educational plans, characteristics of the home, age, and school courses and activities. The data are analyzed and correlated with student academic performance. COPSE selected the tests.

The American College Testing Program will process the data. The TEA and the regional ESCs will be responsible for interpretation of the data. The TEA, the regional ESCs, and the local school districts will use the data to assess the needs of special subpopulations and to determine educational progress in Texas every four years. Program changes and changes in behavioral objectives will be made on the basis of the results.

The data will be made available to the TEA, the regional ESCs, the local school districts, the State Legislature, and the public. A report will be prepared for each participating school. The ACT program and the TEA will prepare the reports.

This program is viewed positively by the schools, the State Legislature, and the parents. The study is planned for replication every four years.

Part II, Follow-up Systems/Follow-up Studies

Follow-up studies will be used to obtain student profile information with the American College Tests (ACT) and to conduct a follow-up in 1970-71 with a sample of the seniors included in the 1967 study of the Governor's Committee on Public School Education (COPSE) to determine what has happened to them and to get their perceptions and attitudes about their secondary school experiences four years after graduation. In 1974-75 the seniors taking the ACT in 1971 will be studied.

The program, initiated this year by the Texas Education Agency (TEA), was started in September 1970 and will be implemented in September 1971. Program planning is by the TEA in cooperation with the ACT program. The TEA determines what changes will be made.

The TEA coordinates the program and is responsible for planning, review, administering, reporting, and evaluation. Four professional staff members of the TEA devote 20 percent of their time to this program.

Federal and state funds will be used. The cost is $5,000–$6,000.

The persons included in the 1967 COPSE study while high school seniors will be contacted. Only those schools in the 128 school districts in the 20 Education Service Center regions that were in the 1967 COPSE study will be included; participation is mandatory.

The areas to be investigated are perceptions and attitudes about their high school education and their current educational and/or vocational status. Instrumentation will include the Student Profile Information form, Appraisal of Academic Performance, and a follow-up data sheet. The TEA developed the instruments for this project.

Commercial and/or regional ESC computer facilities will be used to process the data. The TEA and the regional ESCs, in cooperation with the ACT program, will interpret the data. The results will be used to help determine desirable changes in public school education as viewed by those who have been out of school for four years.

The State Department of Education, the State Board of Education, and the regional ESCs will receive the results. The TEA will issue reports.

Present plans call for this program to be repeated every four years.

Part III, Pupil Appraisal – Affective Domain

This program is in the pilot phase and is designed to measure students' self-image and attitudes toward school in grades K-12. Other areas will be dealt with at a later date.

The idea for this program was initiated in January 1971 by the Texas Education Agency (TEA) and it will be implemented in September 1972. The TEA, the regional Education Service Centers, and the local schools will determine how the program is conducted and what changes will be made. The TEA and the regional ESCs will administer the program. Their specific responsibilities have yet to be determined.

Federal (Title III, ESEA), state, and local funds will be used. No information on cost is available yet.

All students in grades K-12 in a sample of schools in one ESC region of the state will be included. These schools must participate.

The target areas include measures of attitudes, self-concepts, values, motivations, self-actualization, interests, aspirations, emotional expression, and so on. Information on the students' social, economic, and cultural characteristics and possibly their academic performance will also be collected and correlated with the affective measures. Some tests are to be developed by the Instructional Objective Exchange (IOX) of the Center for the Study of Evaluation at UCLA. A student profile and other affective behavior instruments are yet to be selected. A task force of the TEA will choose the tests.

A commercial firm or one of the regional ESCs will process the data. The TEA Office of Planning, Program Division and task force members, the regional ESCs, and the local school districts will interpret the data. The information will be used at all educational levels for planning curricular changes and instructional improvements. The data will be disseminated to the TEA, the regional ESCs, local school districts, the State Legislature, and the public.

The project will be conducted on a pilot basis in one Education Service Center region in 1970-71 and 1971-72 and expanded into other ESC regions in 1972-73. It will become operational in all 20 ESC regions in 1973-74, 1974-75, and 1975-76. Increased emphasis is planned for this area of assessment in the future.

Part IV, School and Community Assessment Studies

The goal of this program is a comprehensive assessment of present education systems to determine need for change. The program was initiated by the Texas Education Agency (TEA) and the Education Service Center (ESC), Region XI. The initial planning was done by the ESC Region XI staff in Fort Worth, Texas.

The Program is being administered by the staff of the Education Service Center for Region XI. Federal (Title III, ESEA), state, and local funds are used.

The target population consists of panels composed of school board members, teachers, parents, students, and community laity in ESC Region XI (Fort Worth). During 1969-70, the project was conducted on a pilot basis in this region.

Both cognitive (conceptual) and affective (personal values and attitudes) areas are to be explored. No preformulated instruments are to be utilized. Panelists will be given topics to discuss (for example, dress codes and student conduct); the results of the discussions will be summarized and become part of the informational file of the school and the regional ESC. Data from other projects will be used; however, at this time there are no specifications as to what this might include.

Local schools and the regional ESC will process the data. The data will be interpreted by the local schools, the regional ESC, and the TEA. The results will become part of a cumulative informational data bank for use by local school officials in ascertaining need for change.

Reports will be sent to the TEA, the regional ESCs, the local schools, and the lay public. Thus far in the pilot study, all the public involved give complete support for the idea of systematizing the collection of subjective information about educational needs.

Only Region XI, Education Service Center was involved in 1970-71. The project will be expanded into other ESC regions in 1971-72, and all 20 ESC regions will be involved from 1972 through 1976.

Part V, Belmont Project

This is a joint project of the U.S. Office of Education and the State Task Force on Evaluation. The purpose is to furnish information on elementary and secondary student programs and changes resulting through several federally-assisted programs.

The program grew out of an agreement in 1968 between the Council of Chief State School Officers (CCSSO), the U.S. Commission for 17 States, and the U.S. Office of Education (USOE) to consolidate evaluation reporting for several federally-assisted programs. Three years passed between initiation of the idea and the first pilot phase of the project. The program is planned by the USOE with the cooperation of the Texas Education Agency (TEA). The USOE and the TEA determine what changes will be made.

The TEA will coordinate the program, and local school personnel will be responsible for operational aspects. The project is funded by federal, state, and local funds.

During the first year, 1970-71, the pilot project includes a statewide sample of students in grades 2, 4, and 6 in schools representative of student population and geographic regions. The second-year pilot project will be conducted in the same grades, but with a new sample. Secondary school students will be included first in 1972-73. All schools with migrant programs will be included, as will all schools having Title III programs. The second year of the project will include schools with programs for the handicapped and vocational rehabilitation programs. A total of 103 school districts in Texas will participate. Participation is required of the schools in the sample.

Information will be obtained from the school districts on the use of federal funds with various pupil population groups. Information on deprived pupils, programs, extent of participation, and resulting changes will be obtained from elementary and secondary schools. Tests will be given to all students in the areas of reading and mathematics, and to students in grades 4 and 11 in occupational cognizance and in basic verbal and numerical ability.

Questionnaires have been completed by 103 school districts and 103 elementary schools, and reports have been written based on these (Consolidated Program Information Report—CPIR and the Elementary School Survey—ESS). A survey will be done for secondary schools (Secondary School Survey—SSS). An "anchor test" will be used to develop a table of equivalent standardized reading and mathematics tests, and the Common Status Measures (CSM) will be used to measure occupational cognizance and basic verbal and numerical ability. The CSM were developed by the Pacific Educational Evaluations System of Palo Alto, California.

Data initially will be processed by a commercial concern. The TEA, USOE, and local schools will interpret the data, which will be used to formulate some baseline information about how effective existing programs are in satisfying the needs of special students. The information will be available to the TEA, USOE, the regional ESCs, local schools, and the lay public.

As this project develops, state assessment procedures should depend more on data collected for multiple purposes, for example, increased reliance on the Common Status Measures. The first phase will include grades 2, 4, and 6 for two years. In 1972-73, a Secondary School Survey (SSS) will be added along with the CSM sample. All of the components are planned as permanent data collection procedures.

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REFERENCE

Texas State Board of Education. Goals for public school education in Texas. Statements adopted by the Board at its meeting in October 1970. Typescript copy.

UTAH

Statewide Needs Assessment Project

This project is an attempt to develop a priority list of validated needs, which can then be used to formulate or modify educational objectives. The objectives, once identified, will serve to focus the efforts and resources of the Utah State Education Agency according to the priorities.

The Planning Unit of the Utah State Education Agency initiated the program. Approximately one year elapsed from initiation of the idea to implementation. The study is under the direction of the Planning Council, made up of deputy superintendents, division administrators, and administration assistants of the State Education Agency. The Council has also set up a concerns analysis task force.

The Planning Unit of the State Education Agency coordinates the study. In the first year, the Planning Unit was responsible for design and implementation and for providing leadership in identifying problem areas within the field of education. In the second year, the Planning Unit is redesigning and refining the study and monitoring implementation by other agencies. Four members of the State Education Agency each will spend about three months full time on the project. The project director has a doctorate in educational administration. One additional member has a doctorate, and the other two have master's degrees in education. The Worldwide Education and Research Institute in Salt Lake City serves as consultant to the project.

Project activities are financed by a combination of funds from Titles III and IV of ESEA. The total cost of the program, including staff time, is approximately $25,000.

Over 6,000 citizens, 33 educational experts, 7 selected organizations in the state, and personnel in 10 divisions of the Utah State Education Agency participated. No students or schools were involved during the first year.

The broad target areas, concerned with identifying apprehensions and concerns regarding the educational system in all areas and all levels, were deemed essential for identifying priority educational problems and allocation of resources for their solution. A brief questionnaire, with ratings of how well certain objectives are being achieved, was used to gather citizen responses. Opinions of educational experts were obtained through use of the Delphi Technique. Concerns of State Education Agency and organizational personnel were obtained through interviews, discussion meetings, and the use of questionnaires. The Planning Unit developed the latter questionnaires from statements of objectives taken from *Designing Education for the Future Report* (Utah State Board of Education, 1970).

The Research and Innovation Division of the State Education Agency collected and processed information the first year. The internal data processing unit of the State Education Agency processed the data the second year. The Bureau of Educational Research at the University of Illinois assisted in processing citizens' comments. The Planning Unit and the Planning Council are responsible for analysis, organization, and interpretation of the data. Data were tabulated according to these breakdowns: urban/rural, conferences/mail responses, and professional/nonprofessional responses. The results of the data gathered will be used to modify objectives and to help allocate resources according to identified priorities. The data reports are being disseminated to the public and to local institutions of higher education. During the first year, the data were used mostly within the State Education Agency.

Personnel of the State Education Agency viewed the project with suspicion until they came to see the value of identifying and understanding educational needs. It is felt, however, that unless and until needs assessment data become the basis of program change, the project will be merely an academic exercise. It is anticipated that by July 1972 the State Education Agency's efforts will be directed toward priority problems identified by the study.

The study will be recycled annually. The Planning Unit is in the process of redesigning last year's model, and it is anticipated that each year some refinement of the model will occur.

Utah Statewide Evaluation System

This study is an initial step in the development of an evaluation system to determine how well the students in the Utah public schools are attaining state educational objectives. Three basic questions are involved. 1) How well are the stated objectives of the system being achieved? 2) Are students achieving these objectives at a higher level than they were previously? 3) Which program variables are contributing most for given types of students in achieving given objectives?

The present study is a follow-up, expanded study to a State Education Agency study conducted in 1967 under the same program title. The Planning Council of the State Education Agency determined the design for the statewide evaluation system and decides what changes are made. A week-long workshop was conducted in the summer of 1970 to obtain reactions and suggestions from district and regional personnel and evaluation specialists.

Statewide coordination of the program is being conducted by the Administrator of the Planning Unit of the State Education Agency. Six staff members of the Planning Unit and the Research and Innovation Division of the State Education Agency will spend time on the project; this is equivalent to four full-time positions. The staff member with major responsibility for the design of the study has a Ph.D. in psychology and measurement. Four other staff members have doctorates with specialities in system analysis, administration, and measurement. One other staff member has an M.A. in statistics and measurement.

For the initial effort, about two-thirds of the program is being financed through Section 402 of Title IV, ESEA, and one-third through Title III funds. Next year, funds will be provided from each major program participating in the system. The total cost this past year was approximately $45,000, including staff time.

For the first data gathering effort *(How Good Are Utah Public Schools?*), a 13 percent sample of students in Utah's public schools was studied. This sample of students in even grades was drawn by stratified sampling procedures to assure minority group and every socioeconomic group representation and a good cross section of communities. Title I students were also randomly sampled from those identified according to teacher judgment. Only public schools were included.

For the first effort, information was gathered on the cognitive area (reading, mathematics, language, science, social studies, and work-study skills); the affective area (self-concept; attitudes toward learning, school, society, and work; emotional and social characteristics; learning skills; and personal management skills); the effectiveness of vocational training; and the effectiveness of special educational programs. Eventually, the system will focus on measurement of all major goals established by the State Education Agency.

No standard battery of tests was administered statewide in the cognitive area. Achievement data were obtained from a wide variety of sources employed by the various districts. The tests used include the California Achievement Tests, the Iowa Tests of Basic Skills, the Iowa Tests of Educational Development, the Metropolitan Achievement Tests, the SRA Achievement Tests, the Sequential Tests of Educational Progress, the Stanford Achievement Tests, the Cooperative General Achievement Tests, the Tests of Academic Progress, the Lorge-Thorndike Intelligence Tests, the California Test of Mental Maturity, the Scholastic Aptitude Test, the American College Test, and IQ test scores via Student Information System test forms. The Student Information System (SIS) questionnaires were used for the collection of a wide variety of additional information on students. (In the order listed above, the tests are published by California Test Bureau, Houghton Mifflin Company, Science Research Associates, Inc., Harcourt Brace Jovanovich, Inc., Science Research Associates, Inc., Educational Testing Service, Harcourt Brace Jovanovich, Inc., Educational Testing Service, Houghton Mifflin Company, Houghton Mifflin Company, California Test Bureau, Educational Testing Service, the American College Testing Program, and Bruce Wainwright.)

The Planning Unit collects the data. The State Education Agency's internal data processing section and the University of Utah Computer Center will be used to process the data. The State Education Agency's Planning Unit will be mainly responsible for analysis, organization, and interpretation of the data.

The results will be used as documentation for identifying priorities for allocation of resources of the State Education Agency, to validate educational concerns expressed in the needs assessment survey, to modify educational objectives, to allocate funds through the Legislature, and to evaluate programs by districts.

A formal report of the results will go to each district, school, and pupil personnel director, the Legislature, members of the State Education Agency, and the State Board of Education. Reports of local school results will be made available to their respective school districts. It is assumed that program results will be made available to the public following their release to the State Board. Districts may release results of local schools at their own discretion; however, these will not be released by the state office.

Six regional meetings are scheduled throughout the state to disseminate findings and exchange ideas. A week-long workshop will be held this summer to train local people in the use of the system.

UTAH

In general the program is viewed quite positively by most individuals concerned. One local board of education, one parents group, and several individuals have voiced some concerns regarding such matters as confidentiality of data.

Major problems related to the program are some disenchantment that schools cannot be compared, difficulty of evaluation without objectives that are well defined, lack of baseline data, lack of readiness for evaluation by most concerned, and securing adequate funding. The present effort to coordinate the activities of related groups is viewed as a step toward achievement of a comprehensive Statewide Evaluation System.

There is a commitment to a report every three years for an indefinite period of time. In the future it is anticipated that objectives will be defined well in advance of evaluation. It is also anticipated that there will be an expansion to include school and teacher variables.

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REFERENCES

Eastmond, Jefferson N. *Need assessment: Winnowing expressed concerns for critical needs. A training manual.* Salt Lake City: Worldwide Education and Research Institute, April 1969.

Utah Department of Education. State educational agency annual report on ESEA, Title III. Xerox copy of report for the year ending June 30, 1970. November 19, 1970.

Wainwright, Bruce. How good are Utah schools? Rough draft of report, attached to his memo to the Committee on "How Good Are Utah Schools" January 4, 1971. Utah State Board of Education, Salt Lake City.

VERMONT

Vermont Design for Education

The major objective of this program is to improve elementary education in Vermont through local initiative and State Department of Education support. A local set of goals and objectives is being prepared with the State Department of Education participating in preparation of program goals. It is a massive program for improving public education in Vermont, supported by the State Department of Education through involved citizens and professionals rather than by edict from the top. The four phases of the program are: 1) assessment, 2) design, 3) implementation, and 4) evaluation. Phase one was completed on January 1, 1970. The program is currently in phase two, with no deadline date set.

The idea for the Vermont Design for Education originated with the former Commissioner of Education, the Vermont State Department of Education, and the State Board of Education. Initiation and implementation began in December 1968. A committee (Task Force) reporting to the Commissioner determines how the program is conducted and what changes will be made in the nature of the program. The Chief of Elementary Education and five State Elementary Consultants make up the membership of this Task Force.

The Chief of Elementary Education, State Department of Education, coordinates the details of administering the program and holds the position of Coordinator in the six-member Task Force. All members assume specific responsibilities, give first priority to this program, and spend approximately 80-85 percent of their time on it. All have master's degrees in education.

To date the program has been financed by state and federal (Title III) funds.

The Vermont Design for Education will include all students from all schools and all communities. It is presently centered at the elementary level, but will eventually encompass grades K-12. Participation is not confined to students having special characteristics; all students are included. Participation is required of all schools.

Both cognitive and affective areas are being investigated; however, affective areas are considered of major importance in establishing the climate for the cognitive areas. The assumption is that the two cannot, and should not, be separated. Standardized tests are not being used in the program; there is no state testing program in Vermont. Especially developed instruments for administrative and supervisory staff, teachers, parents, and students have been designated as State Department of Education samples to be used for local self-assessment and are offered by the State Department of Education to the schools. These instruments are *not required to be used.*

The State Department of Education will assume responsibility for collecting and processing data obtained from the program. The Task Force will be responsible for analyzing, organizing, and interpreting data to the Commissioner of Education. It has not been determined how the results will be used by the State Department of Education except for improvement of local education programs.

The Commissioner of Education will receive a formal report of the results of the program, but a report for each participating school will not be prepared by the State Department of Education. Individual town school districts and union school districts will have their own reports, but they will not be disseminated to each other. Public availability of program results will be a matter of local option via the local

Superintendent of Schools. The State Department of Education will not make program results available to the public.

The State Department of Education, as a whole, supports the program. The State Department of Education staff tend to think that the program is viewed by the Legislature as "controversial"; however, legislators are now talking more easily about it. The Legislature has not been asked for financial support. Individual schools support the program in varying degrees that could be labeled as "good" and "cooperative." An unprecedented degree of local involvement in educational planning on the part of parents and lay citizens has been one of the most gratifying results of the program. It has "opened" communication tremendously.

This program is likely to continue, with some modifications expected. The State Department of Education staff are looking for: 1) more parent involvement; 2) greater use of community resources; 3) continuation of design development process and modifications; 4) inservice education programs to support implementation; 5) an interdisciplinary approach with respect to subject matter; and 6) involvement of qualified lay citizens and school board members, as well as professional educators, in inservice education and evaluation programs.

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REFERENCE

Vermont Department of Education. *Vermont design for education.* Montpelier: 1969.

VIRGINIA

Virginia Educational Needs Assessment Study

The objectives of the Virginia Educational Needs Assessment Study are: 1) to examine the aspirations of and for elementary and secondary school children in the state; 2) to examine actual achievement throughout the state in matters relevant to these goals; 3) to determine the relative severity of educational needs; (4) to provide a basis for periodic review of educational needs in the future; and 5) to convey to lay and professional communities an awareness of the values of and procedures for effective assessment of educational needs.

The study was initiated by the State Superintendent of Public Instruction in response to the requirements of Title III, ESEA. Planning was done cooperatively by the Directors of the State Department of Education and staff members of the Bureau of Educational Research at the University of Virginia. The State Department of Education determines what changes will be made.

The University of Virginia Bureau of Educational Research conducts the study and is responsible for processing and interpreting the data, preparing a report, and developing a design or strategy for periodic updating of learner needs assessment.

The program was financed by Title III, ESEA funds.

A 10 percent sample of students in grades 4, 7, and 11 was selected. This resulted in approximately 20,000 children being included this year. Only public schools are included. Sample selection was in terms of six geographical areas (Southwest, Valley, Northern, Central, Southside, and Tidewater). Within these areas, schools were selected at random.

Eleven cognitive areas are assessed: reading, English, science, social studies, mathematics, library and work study skills, art, music, health education, physical education, and vocational education. Affective areas include attitudes and interests as well as citizenship, competencies in the school and classroom setting, and feelings of worth in interpersonal relationships. Questionnaires covering these affective areas were given to the pupils and teachers. Teachers were also asked to complete an information and opinionnaire form for biographical data, including sex, race, age, educational background, teaching experience, and opinions about the school and school system. Elementary school principals completed a form about organization of the school, the curriculum, services available, and problems within their schools. Some personal data were also gathered on the principals. No biographical data on individual students were gathered. The questionnaires were prepared by the University of Virginia.

School districts are being encouraged to do their own needs assessment and compare it with the needs of their region or the entire state. It is too early to tell, however, how many of the districts will conduct their own studies.

To avoid identification of individual schools or school systems, results are reported only in terms of the six geographical areas. A separate report is not prepared for each school. The report for the first year was issued in February 1971 and released to the press.

It is expected that the program will be repeated at regular intervals. This year no biographical data on individual students were gathered. However, it is expected that, in the future, biographical data, socioeconomic status information, and other areas of interest concerning students will be included in the program. A plan for studying the psychomotor area is expected to be developed.

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REFERENCE

Virginia State Department of Education. ***Virginia educational needs assessment study.*** Bureau of Educational Research, Curry Memorial School of Education, University of Virginia. (1971) 2 vols.

WASHINGTON

No state assessment program exists in Washington, and State Department of Education representatives indicate they do not anticipate the development of such a program in the near future.

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WEST VIRGINIA

Educational Needs Assessment–Years 1, 2, 3

The first needs assessment in West Virginia was conducted in the 1968-69 school year and the second in 1969-70; a third one is now in progress. The objectives are to serve as a basis for granting Title III project funds; to determine discrepancies between current status and 40 objectives-of-intent (program objectives); and annually to discover progress in reducing the degree of discrepancy.

In 1967, the Governor appointed a task force to develop a comprehensive plan for improving education; agencies included were the Departments of Commerce and Education, the Governor's office, the State Education Association, West Virginia University, and representatives of industry, labor, and local government. Next, the Superintendent of Free Schools appointed a committee to study existing educational goals for the state, in accordance with the task force's recommendation. Title III gave additional impetus. One year after the task force was appointed the program was under way.

Planning was originally under the Office of Assessment, Evaluation, and Dissemination of the State Education Department. A new office to do the planning has now been set up, the Bureau of Planning, Assessment, and Evaluation. It has just begun the planning function as it relates to continuing needs assessment for the fourth year. This Bureau will also administer the program and determine what changes will be made. Formed in January 1971, the Bureau has six professionals and six supporting staff. About 20 percent of the total staff time is spent on this program.

The assessment program is financed by Title III funds. The new Bureau is financed in part by Title IV, Section 402 funds.

Data are gathered concerning enrollments, practices, and conditions in grades K-12 and adult education. The target population is essentially the total group of educators, not students. Private kindergartens are included; otherwise, only public education programs are included. All 55 county districts participated last year, though participation is on a voluntary basis.

More specifically, the program is concerned with the structure, facilities, costs, offerings, personnel, communication, and so on, involved in conducting education. As to instructional outcomes, it is hoped to have grades 3, 6, 9, and 11 meet or exceed national medians on standardized achievement tests. Most of the data are gathered from required annual reports to the state office. The rest is obtained through a 7-page questionnaire developed in 1968 by the Office of Assessment, Evaluation, and Dissemination staff. The two approaches are now combined into one annual report.

Processing of the data is done by the Data Processing Division of the Education Department as part of the annual report processing. The Bureau of Planning, Assessment, and Evaluation interprets the data. The report is distributed within the Education Department. The Education Department and local districts use the results in planning to meet local needs and in applying Title III funds. A related use is to assist Education Department personnel in deciding the worth and relevance of projects proposed by county districts. Annually, $1 million is dispensed by the Education Department for curriculum improvements projects.

It is very likely that the annual needs assessment will continue. As now projected, it will probably change emphasis to include assessment of instructional outcomes.

Learner-Oriented Assessment

This program is projected for 1971-72. The goal is to determine, at the county level, student attainments as compared with learner objectives in each subject area. The program is an outgrowth of the statewide needs assessment of the 1964 Comprehensive Educational Program, inaugurated by the Legislature, and the statewide testing program. A general planning model has been developed and will be applied to learner-oriented assessment. About two years elapsed from the initiation of the idea to implementation.

All planning is done by the Bureau of Planning, Assessment, and Evaluation, with consultation within the Education Department. At this time, planning centers on delineation of learner objectives and on a pilot run of teacher-directed classroom assessment of attainment of these objectives.

The program is administered by the Bureau of Planning, Assessment, and Evaluation. Guidance Services administers the statewide testing program in grades 3, 6, 9, and 11. The Bureau of Planning, Assessment, and Evaluation has six professional and six supporting personnel.

Title II funds are expected to be the major source of funding, although some state funds will also be used.

Probably grades 3, 6, 9, and 11 will be involved. It is planned to involve all schools, both public and private. Sampling is anticipated, but no decisions here have yet been made.

This program is projected to include all academic and special curricular areas. The Educational Development Series (Scholastic Testing Services, Inc.) is now being used in the statewide testing program. It is anticipated that complementary measures, developed by local county groups, will also be designed to suit the range of objectives. As a pilot operation in the spring of 1971, teacher judgment and classroom tests were used to check the validity of the instructional objectives now being outlined.

Processing will be done by the Data Processing Division of the Education Department. The data will be interpreted by the Bureau of Planning, Assessment, and Evaluation. The results will probably be used to improve instruction at the local (county) level.

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WISCONSIN

Wisconsin Educational Needs Assessment Study–Phase I–Perception Study

The specific objectives of this study were to determine: 1) the imperative educational needs in Wisconsin as perceived by school board members, educators, students, and selected citizens; 2) the priorities to be assigned to specific and composite educational needs; and 3) the need priorities in the various geographic regions of the state. A second phase, referred to as "Critical Educational Needs," is not large enough to warrant a second report. In this phase, a list of stated educational needs includes suggested causes, implementation strategies, and evaluation designs.

The study was initiated by the staff of Title III, ESEA, State Department of Public Instruction. The time lapse from promotion of the idea to implementation of program activities was estimated at six to eight months. Planning involved a cooperative effort between the State Department of Public Instruction and the University of Wisconsin, accomplished through a series of meetings between university personnel and Title III staff.

Statewide coordination is done by the Title III, ESEA staff, State Department of Public Instruction. A total of six professional staff members and four support staff members were involved. The estimated proportion of staff time was one-and-a-half full-time equivalents at the professional level and one full-time equivalent for support staff. The three key staff members have Ph.D. degrees in different areas of preparation—measurement specialist, administration, and design specialist.

The program was financed by funds from Title III, ESEA. The cost of the "perception study" phase was estimated at $25,000.

The target population included all students in grades K-12 in Wisconsin. Persons contacted included students, school board members, professional educators, and citizens. School districts were the sampling units. Opinions were sought from seniors scheduled to graduate in 1969; three students were randomly selected from each school district. A 10 percent sample of districts was chosen by random sampling procedures, that is, 39 of the state's 389 districts plus Milwaukee's school district. The total number of respondents contacted in each district equalled 16 except for Milwaukee, which had 43 respondents. The sample was limited to school districts offering instruction at the high school level and large enough to employ two full-time administrators (principals or central office persons) in addition to a full-time school superintendent. Participation was on a voluntary basis.

The general target area was that of perceived critical needs in education, including needs related to subject fields, level of education, vocational-technical programs, teacher personnel, administrative services, pupil services, budget allocations, instructional approaches, educational programs, and inservice education. The measure used for this study, entitled "Wisconsin Educational Needs Assessment Study," was developed by the Title III Staff with the aid of four consultants.

Other questions asked, not part of the needs assessment study, concerned the respondents' attitudes toward the use of "federal risk monies" (Title III, ESEA funds) and degree of familiarity with the impact of Title III projects in the schools.

The Survey Research Laboratory of the University of Wisconsin is responsible for the collection and processing of raw data. A University of Wisconsin staff interprets the data. The results are used to identify critical educational needs in Wisconsin. A specific action resulting from this type of study is that the needs become a target for project money.

Formal reports on the program are submitted to the State Department of Public Instruction, to the State Legislature, and to all school districts. A report is prepared for each participating school, and program results are made available to the public. The estimated frequency of report dissemination is biannually. The State Department of Public Instruction is responsible for the dissemination of information.

The program has been viewed positively by members of the State Legislature, by the State Department of Public Instruction, by school districts, and by parents. The Title III, ESEA Staff believes that the program goals and objectives are being achieved reasonably well. A major problem has been establishing priorities in listing identified critical needs.

The program is very likely to continue. Modifications will be based on conclusions currently being reached.

Field Test of the Multi-unit School/Individual Guided Education (IGE)

The objectives of this program are to ascertain the degree to which program concepts have been implemented, to determine whether the concepts have been implemented satisfactorily, and to learn the effects of the method of organization on teacher and pupil attitudes and on pupil performance in school achievement.

The program was initiated by the Wisconsin Research and Development Center for Cognitive Learning in the spring of 1965; estimated time from expression of the idea to implementation of program activities was three-to-six months.

Planning is conducted by the Project Director in conjunction with a Management Council of the Wisconsin Research and Development Center for Cognitive Learning, which plans cooperatively with each professor who serves as a principal investigator. Priorities for planning among the various projects are determined by an Executive Committee. The Project Director, in conjunction with the Management Council and the Executive Committee, determines what changes will be made.

The program is coordinated by the Wisconsin Research and Development Center for Cognitive Learning. The total staff consists of six professional and one clerical support personnel. The estimated proportion of time on the project is 2.5 full-time equivalent positions for the professional level and a half-time equivalent for clerical support. Both the Project Director and the Project Coordinator are completing doctorates in education and have several years of teaching experience.

The program is financed by the U.S. Office of Education (87 percent) and by the State of Wisconsin (13 percent). Estimated costs are not presently available.

The target population for this study is the staff of elementary schools in the 99 schools which have multi-unit organization in Wisconsin. Only students in grades K-6 are included. Participation in the program is voluntary; however, all participants must be involved in the evaluation. All 99 schools with multi-unit organization are participating.

The general target areas are the "organizational arrangement for instruction" and individually guided education as presently conducted in reading. The measures used to date include interview schedules, teacher attitude scales and other sociometric devices, and various questionnaires for students, teachers, unit leaders, and principals. Also, an "IGE Multi-unit Inservice Monitoring Form" is used by the research staff. Additional measures include criterion-referenced and standardized reading tests. Most of the measures have been developed by the staff at the Wisconsin Research and Development Center for Cognitive Learning. Notable exceptions are standardized reading tests, staff questionnaires, and sociometric devices. The staff questionnaires and sociometric devices were developed by the Center for Advanced Study of Educational Administration (CASEA) in Eugene, Oregon.

Additional information collected for interpretation includes school size, sex, age, teacher salaries, and the number of credits obtained by each teacher.

The Wisconsin Research and Development Center for Cognitive Learning and CASEA were responsible for collecting, processing, and interpreting the data. The results are used to evaluate pupil growth in terms that may result in change in the program (with regard to additional needs or to modification of elements of the program) and to determine which schools are, and which are not, implementing the program. Program plans indicate that the results will be utilized to modify the instructional arrangements.

Formal program reports will be submitted to the State Department of Public Instruction, the U.S. Office of Education, the Executive Committee, some 600 libraries, and interested research and development laboratories. Reports will be prepared for each participating school, and program results will be made available to the public, primarily through the news media. The frequency of formal reports cannot be estimated presently; however, such reports will be disseminated as they are completed. Dissemination will be the responsibility of the information officer and the Wisconsin Research and Development Center for Cognitive Learning.

The program is viewed positively by the State Legislature, the schools, and parents. Goals and objectives are being achieved on schedule. The major problems have involved the breadth and scope of the program and the difficulty of arriving at generalizations from the results of an evaluation carried out in a small number of schools several years ago to implement a prototype of the current program.

The program will definitely continue. Modifications that can be expected are the inclusion of an intensive study regarding how IGE is implemented and an assessment of how various teachers use their time (for which the Wisconsin Research and Development Center for Cognitive Learning has proposed a work sampling study). The grant for national installation provides for additional evaluation by an independent agency for the 1971-72 school year.

Wisconsin State Testing Program

The Wisconsin State Testing Program provides testing services for high schools and elementary schools. It was initiated in 1928 by the Department of Public Instruction of Wisconsin in association with the University of Wisconsin and the public high schools.

The program is planned by the Test Committee of the Secondary School Association. The schools, the Test Committee, and the Director determine what changes will be made.

The program is coordinated statewide by the Director of the State Testing Program, University of Wisconsin, Madison, Wisconsin. The Director is assisted by an office manager, a typist, and a data processing machine operator. The work of processing orders and handling the clerical work is done primarily by students. At the peak season, from 10 to 20 students are employed.

Funding is provided through fees paid by the school systems. The cost of the program varies, depending on the test administered.

Services are provided for grades 4-12 in accordance with the policies of the Secondary School Association Test Committee. The school served must be a recognized public, private, parochial, or vocational school in Wisconsin. Participation is on a voluntary basis.

The principal target areas are cognitive, including general academic ability and achievement. The schools choose from tests available at the office of the State Testing Program. The tests were originally selected in response to the recommendations of the Test Committee and include the Henmon-Nelson Tests of Mental Ability, Revised Edition (grades 3-12); the Iowa Tests of Educational Development–ITED (grades 9-12); the School and College Ability Tests–SCAT (grades 4-12); the Sequential Tests of Educational Progress–STEP (grades 4-12); and the Strong Vocational Interest Blanks–SVIB for Men and for Women. (The Henmon-Nelson Tests are published by Houghton Mifflin Company. The ITED is published by Science Research Associates, Inc. SCAT and STEP are published by Educational Testing Service, and the SVIB is published by The Psychological Corporation.)

All data are processed by the State Testing Program through facilities made available by the University of Wisconsin. The data are interpreted by the local institutions, using norms provided by the test publishers. Local norms are also available from the State Testing Program. Individual participating schools are the primary users of program results for purposes of counseling and/or course placement. The data are occasionally made available to the State Department of Public Instruction for studies.

Test results are distributed to participating schools in the form of alphabetical class rosters, individual profiles, and adhesive labels. Reports are prepared for each grade tested. Results are not made available to the public.

In general, the schools feel the program is useful and have a favorable attitude toward it. Some of the major problems are lack of research, difficulties in introducing new equipment for data processing, and sufficient financing.

The program is likely to continue since it has a long record of use in many school systems. A new data processing system now being installed is expected to decrease turn-around time considerably and add to the services available to schools.

Higher Education Title V, B-2, EPDA, (Education Professions Development Act)–State Grants Program–A Special Teacher/Teacher-Aide Training Program in Areas of Critical Shortage

The objectives of this program are: 1) to meet the critical shortage of teachers in the state by setting up training programs within local school districts in conjunction with a college or university to train teachers and teacher-aides; 2) to focus on the training of professional and paraprofessional educators in areas of critical shortages; 3) to provide specific vocational opportunities for minority and low-income groups; 4) to provide a method of initiating new teacher-training programs or procedures to encourage colleges with teacher-training programs to develop new and relevant courses; and 5) to encourage the acceptance of credit for on-the-job training in teacher-education or teacher-aide training.

The program was initiated by the Department of Public Instruction and is presently in the process of implementation. Planning is determined by the state project director, who is a staff member in the Wisconsin Department of Public Instruction, in conjunction with a statewide advisory committee. The EPDA project staff, acting in conjunction with the statewide advisory committee and federal government representatives, determines what changes will be made.

A state project coordinator has recently been added to the staff. The EPDA staff members include one-and-a-half full-time equivalent positions at the professional level and one full-time equivalent position at the clerical support level. Both the state director and state project coordinator have master's degrees.

The program is financed by funds from Higher Education Title V, at an estimated annual cost of $325,000.

The general target population consists of trainees who are potential candidates for acceptance into the teacher program. Such candidates must have a B.S. degree plus some additional credits. The candidate cannot have been previously employed as a teacher (or as a teacher-aide) one semester prior to the training program, which consists of a full calendar year plus an additional summer. The estimated number presently in training is 400. Both public and private colleges are included on a voluntary basis. The only limitation is that the institution have a state-approved teacher-training program.

The general target area for the program has been the critical teacher and teacher-aide shortage in Wisconsin. The measures used to date include a Site Visitation Report Form, individual project questionnaires, rating sheets, and interviews. These measures were chosen by U.S. Office of Education and local project directors. The report form is a federal form.

Related information collected includes school size, sex, age, instructional program costs, and salaries of staff involved in the program.

Responsibility for collecting raw data is assumed by the local educational agencies. The federal government has assumed the responsibility for interpreting such data as have been collected to date.

The results are used for future program planning, and specifically as indicators of desirable modifications to be considered in training programs. One action or decision based on results of data gathered is the change in administrative procedure for allocation of funds for the current year. Program results are currently used to attempt to influence deans of schools of education to consider seriously new procedures in the training of teachers and teacher-aides.

Formal program reports are submitted to the State Department of Public Instruction, the Governor, and the U.S. Office of Education. Reports are prepared for the participating schools, and program results are made available to the public. The Wisconsin Department of Public Instruction is responsible for the dissemination of information. Information is disseminated as needed, this determination being made by the state project director.

The program is viewed positively by those who believe they can benefit from it. The teacher-training institutions have offered varied responses.

Its major problems have been described as insufficient staff size and some guideline restraints. The guideline restraints are the requirement that only one-third of the funds may be used for training paraprofessional personnel and none may be used for retraining teachers. Goals and objectives are being achieved on schedule, and the program is viewed as likely to continue. Anticipated general modifications include the removal of some guideline restraints, among them the present legislative restrictions against using a higher percentage of funds for training paraprofessionals and permitting the option of "retraining" teachers.

Dropout Reporting Program

The objectives of the Dropout Reporting Program are to determine the totals and characteristics of the school dropout population and to encourage school districts to determine appropriate measures to be taken.

The program was initiated by the Bureau for Pupil Services, Division for Instructional Services, Department of Public Instruction, in September 1968 and implemented in September 1969. Planning is done through normal channels of the Department of Public Instruction, including the Superintendent of Public Instruction. Changes are initiated by the project director and go through normal channels before being implemented.

The program is coordinated on a statewide basis by the Consultant in School Psychological Services, in conjunction with the State Superintendent of Public Instruction and regular liaison personnel. The professional staff member working on this program devotes an estimated 5 percent of his time to the program. This professional has a graduate degree and additional course work in school and clinical psychology, plus work experience in private practice, school psychology, and as a consultant and State Department of Public Instruction employee. Other agencies or consultants who have been involved in the program include: the State Agency Advisory Committee (SAAC), vocational-technical schools, health and social services, and the Department of Public Instruction in general.

The program is financed by the State Legislature at an estimated annual cost of $3,200.

The target population includes all pupils who leave school for any reason except death, voluntarily or involuntarily, before graduation from grade 12 or completion of a program of studies, without transferring to another school. All elementary schools (K-6) were excluded from the study as were vocational-technical schools and state institutions for the disturbed, retarded, and delinquent. Dropout reports are collected from all other secondary schools, both public and nonpublic. Participation is voluntary.

The specific target area for this study is the general dropout population. The measure used is a report form entitled "Pupil Dropout Report," developed by the Bureau for Pupil Services. Information collected for analysis and interpretation includes school size, county, sex, age, type of school (public or nonpublic), grade at time of dropout, and ethnic group identification.

The State Department of Public Instruction is responsible for collecting and processing raw data, in conjunction with local representatives who are involved in initial data collection. The major responsibility for interpretation of data is assumed by the State Department of Public Instruction.

The data are shared with a variety of agencies that provide services for individual dropouts, such as the Division of Family Services, Vocational Rehabilitation, and Mental Hygiene of the State Department of Health and Social Services; the State Employment Service; vocational-technical and adult schools; and various community planning agencies.

Formal reports are submitted to the State Department of Public Instruction. To date, reports have not been prepared for participating schools; however, this is planned for the future. Program results are available to the public through news releases. It is expected that formal program results will be distributed annually. The Bureau for Pupil Services and the publicity section of the Department of Public Instruction are responsible for dissemination of information.

The program is viewed positively, but with some ambivalence, by members of the State Department of Public Instruction and is likely to continue. About half of the program goals and objectives are being achieved at the present time. The major problem is the belief that only half the dropouts are reported to date.

The following major modifications in data collection can be expected: a speedier process of reporting dropouts as they occur, in order to develop a more accurate picture of them; naming a representative in each district who can be contacted about discrepancies in dropout reports; inclusion of a category of "death" as a reason for an individual's dropping from a school program; more specific questions regarding what is being done about the dropout problem; dissemination of an exit interview form for pupil response; and a more complete listing of reasons for dropouts.

Special Education Program and Pupil Accounting Systems for the State of Wisconsin

The general purpose of this program is, first, to provide on a statewide basis a means of identifying and locating all physically and mentally handicapped children and, based on this information, to identify those handicapped children who are not receiving education; and, second, to provide direct services of remedial intervention with the ultimate goal that such intervention will enable these children to be educated. Specific program objectives are to make it possible for handicapped children, not presently enrolled in any educational program, to receive educational or compensatory services by intervention of a socioeducational consultant (special focus will be upon preschool and multi-handicapped children); and to enable statewide, local, and regional interagency planning and evaluation of educational services for handicapped children based on (handicapped) child and program data collected, analyzed, and disseminated through a central computer-based data bank. The bank will be maintained by the Division for Handicapped Children, Wisconsin Department of Public Instruction.

This program was initiated by the Division for Handicapped Children in 1967. The estimated time from expression of the idea to actual implementation of activities was six months.

Program planning is conducted by the staff of the Division for Handicapped Children, Department of Public Instruction. The division also determines what changes will be made and is responsible for statewide coordination of the program. A total of six staff members are included in the project, five professional level and one clerical support level. The proportion of time the total staff devotes to the program is approximately equivalent to two full-time professionals and one half-time clerical support person.

The program is financed through Title VI funds. Program costs have been reported as follows: 1968-69, $27,700; 1969-70, $39,800; 1970-71, $44,800.

The target population includes all handicapped individuals, from birth to age 20 years, in Wisconsin. Approximately 73 percent of the estimated population participated last year (33,000 individuals identified of the currently estimated total of 45,300).

The target area for this program has been identification of handicapped students, with the goal of providing adequate services to meet each student's disability. While no specific measures have been identified, the information gathered includes educational, psychological, and medical information on all handicapped students. A considerable amount of data on each individual student is collected and utilized. The "State reporting criteria" were used. Some data collection procedures have been prepared by the Department of Public Instruction; others have been prepared by local administrative agencies.

The Division for Handicapped Children, Department of Public Instruction, is responsible for the collecting, processing, and interpreting the data. It will be used to identify students not receiving services, to help in planning improvements of existing programs, and to develop regional programs. Some examples of actions based on this information are these: 1) The regional planning report for Kenosha County was used to develop services in that county. 2) The Jefferson County Education Board for the Handicapped used information sources to organize an early education program. 3) Regional planning for services was developed. 4) The schools received the names of students to be reevaluated.

Formal reports on the program are submitted to the State Department of Public Instruction and the State Legislature. Reports are prepared for participating schools and agencies, and program results are made available to the public. The State Department of Public Instruction is responsible for the dissemination of information.

The program is viewed positively by the State Department of Public Instruction and the schools.

Goals and objectives are being achieved. A major problem is sufficient access to computer time. The program is likely to continue if needed state funds are obtained. The following modifications can be expected: 1) eventual recording of hard data on microfiche and 2) use of a retrieval system applying code numbers and computers.

Project Feedback

Project Feedback has three goals. The first is to field test an evaluation model that will ask people to verify program goals and objectives (both immediate and long range), in order to develop a field of program goals and set up a monitoring system to determine if goals are being met and, if not, to have alternate procedures. The second is to work with information gained from the feedback procedure towards modification of existing programs and development of new projects benefiting the handicapped child (information gained from this program will necessitate further allocation of funds). The third goal is to establish the evaluation mechanism as an integral part of existing supervisory services, allowing the further possibility of additional personnel.

The program was originally conceived by the Division for Handicapped Children of the Department of Public Instruction. It was planned and carried out by the Research Coordinator of the Division for Handicapped Children.

The project is coordinated statewide by the Division for Handicapped Children, with the Research Coordinator having primary responsibility for program direction. At the present time, three individuals – the Research Coordinator, an assistant, and clerical help on a half-time basis – are involved in carrying out the work required. The professional staff member and assistant spend full time on the project. In addition to staff members from the Division for Handicapped Children, local educational agencies participate.

This project was covered by funds from Title VI, ESEA. For the first year, 1968-69, the cost was approximately $28,000. This year it is approximately $15,000.

All Title VI, ESEA students (handicapped students) are included in the data. The study is limited to public schools.

This comprehensive project attempts to cover all educational offerings and administrative activities in handicapped programs. The information collected includes school size, county of residence, sex and age of the students, previous course work, grades, and teachers' salaries. A special form was designed for this purpose. The forms and plans were prepared by the staff of the Research Office of the Division for Handicapped Children.

Collecting and processing raw data is the responsibility of the local educational agencies, and the report is submitted on a standard form. Responsibility for data interpretation is shared by the local educational agencies and the Division for Handicapped Children. Use of the results of this study depends to a large extent on whether or not the information collected is functional; if so, the local educational agencies are encouraged to apply the results to the development of their activities.

Formal reports are prepared for the Department of Public Instruction and for the local educational agencies, with separate reports prepared for each school in summary form. The results are made available to the general public upon request and also through public memoranda released by the Department of Public Instruction and the local educational agencies. In general, the various publics have a relatively positive attitude towards this study.

The program staff claims that the goals are being met with moderate success. One major problem is that the staff is inadequate to carry out on-site work at the proper level. It seems quite likely this program will continue to operate for some time, with a greater concern for the behavior of individual handicapped students.

Development of Ongoing Follow-up Procedures of Graduates from State-Sponsored Programs for the Handicapped

This program's objectives are to identify the appropriate population, to locate the population once identified, to engage in questionnaire development, and to field-test effective techniques and procedures for obtaining follow-up information.

The program was initiated by the State Superintendent, Department of Public Instruction. The total time from idea to implementation is estimated at four months, although the program is still in process of implementation. Planning is conducted by the Division for Handicapped Children, Department of Public Instruction, by having the statewide Coordinator meet with groups from each operational area within the services for the handicapped. A committee from the various specific operational areas, in conjunction with the Coordinator of Research, Design, and Administration, determines what changes will be made.

Statewide coordination is the responsibility of the Supervisor of Schools for the Deaf and Visually Handicapped, Division for Handicapped Children, Department of Public Instruction. A total of 14 staff members is involved, with the estimated proportion of actual time spent being three full-time equivalent positions. Twenty-three interviewers of the deaf population are presently employed on a per-interview basis. The Supervisor has a master's degree in education of the deaf. The Research Design Coordinator has a doctorate in education and psychology, with work experience as a clinical psychologist, psychiatric researcher, educational researcher and statistician, and university teacher. The project assistant has a master's degree.

The program is financed by Title VI (66 percent) and Vocational Education (34 percent) funds. The estimated cost is $30,000.

At this time, the target population consists of those handicapped individuals in the state who are high school graduates and who have left programs during the past 10 years, with a special focus on the blind and deaf.

The target area for this program has been described as the educational and vocational offerings for handicapped individuals. The measures utilized to date consist of a follow-up questionnaire and the CLOZE technique to index the degree of illiteracy. The follow-up questionnaire was designed for this study by staff members in the Division for Handicapped Children. CLOZE procedures are designed to tie in with statewide concerns for reading assessment.

Additional information being collected includes school size, sex, age, previous course work, grades, instructional program costs, and teachers' salaries.

The Department of Public Instruction is responsible for collection, processing, and interpretation of data. The results will be used as feedback information to the appropriate elements of ongoing programs.

Results will be disseminated by the Division for Handicapped Children through written reports, papers, and conferences. Formal reports will be submitted to the State Department of Public Instruction and the State Legislature; appropriate sections of these reports will be submitted to each participating school. Program results will be made available to the public.

The program is viewed positively by the State Department of Public Instruction, by the schools, and by parents. Goals and objectives are being achieved on schedule. The major problem has been described as the difficulty incurred in attempting to translate concepts into a format that can be communicated effectively to deaf individuals.

The program is likely to continue in a somewhat modified form, currently anticipated as an endeavor to make the instruments more compact and more relevant.

School Psychologist's Annual Report Program

This program's objectives are to determine: 1) the type of individuals with whom the psychologist is spending time, 2) the proportion of time spent with each individual type, 3) the type of psychological services performed, and 4) the psychologist's perception of the adequacy of physical facilities and administrative arrangements. It is also hoped that this program encourage school psychologists themselves to engage in efficacy studies.

The program was initiated by the Bureau for Pupil Services, Department of Public Instruction. The time from initiation of the idea to implementation was approximately nine months (September 1969 – May 1970). Planning is done by the project administrator in the Bureau for Pupil Services in conjunction with school psychologists in the state. The Consultant in School Psychological Services in the Bureau for Pupil Services determines any changes to be made in the basic design.

Statewide coordination is conducted by the Bureau of Pupil Services. One staff member devotes an estimated 5 percent of his time to the project. He has a master's degree, plus additional course work in school and clinical psychology and work experience in private practice and as a school psychologist and consultant.

The program is financed by the State Legislature at an estimated annual cost of $1,000.

The target population includes all public school psychologists employed in Wisconsin (estimated at 270). The program is mandatory for public schools if they are to receive reimbursement from the state for salaries of the psychologists. All eligible schools participated last year.

The specific target is an assessment of professional activity among school psychologists in Wisconsin. The measure used is a single-page report form developed by the Consultant in School Psychological Services in the Bureau for Pupil Services, with consultative assistance from the Planning and Evaluation Section in the Department of Public Instruction.

Information collected in addition to that provided through the report form includes school size, county information, sex, age, previous course work, salaries, and level of licensure.

The Department of Public Instruction is responsible for collecting and processing data and also assumes the major responsibility for the interpretation of data. An advisory committee, yet to be organized, will eventually help with data interpretation.

The results are to be used in a manner which, hopefully, will improve the nature of psychological services in the state by influencing the practices and the training of school psychologists. The results are also viewed as useful in the application of criteria to meet the 70 percent reimbursement for school psychologists.

The Consultant in School Psychological Services and the publicity section of the State Department of Public Instruction are responsible for dissemination of information. It is expected that formal program reports will be distributed semiannually to the State Department of Public Instruction, the State Legislature, Directors of Pupil Services, and each member of the Wisconsin Association for School Psychologists. Results are not presently made available to the public, but this could be done by way of the school psychologist's newsletter.

This program is viewed positively by the State Legislature, by university educators, by the State Department of Public Instruction, and by school psychologists.

The program is very likely to continue. Modifications of the report form are anticipated, including additional items and specific revisions allowing for an indication of the number of hours spent on the job each week.

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Wisconsin Department of Public Instruction. Dropout reporting. (Describes the project from 1969 to the current school year of 1970-1971.) Copy of typescript.

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WYOMING

There is no educational assessment program in Wyoming at the present time. Plans for a future program are developing in the direction of a comprehensive educational information system that will incorporate needs assessment information.

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APPENDIX

Interview Guide for the Survey of State Educational Assessment Programs

GENERAL

Purpose: The purpose of this survey is to gather information that will describe the nature of both existing and planned state educational assessment programs.

Definition: While it is recognized that state educational assessment programs differ widely from one another, all have included one or more of the following elements:

1. Definition of the broad goals of education for the state.
2. Identification of specific, relatively short-term objectives, which are usually directed toward the achievement of one or more of the goals.
3. Collection, processing, and analysis of data on some aspect of the state's educational program, which is related to one or more goals or objectives.
4. Evaluation of the extent to which the data obtained provide evidence of advancement toward the state's goals or objectives.
5. Dissemination of information to the various publics.

Multiple Programs: More than one statewide assessment program may exist or be planned for the future in a state. Each program should be reported separately. Some statement concerning the reasons for separate programs, and the interrelationships among them, should be included in the report for the state.

Use of the Interview Guide: The guide contains items one might include in discussing a "typical' full-blown program. However, since there are few typical programs and some are in various stages of development, the guide can at best serve as a reminder of things to be considered.

The report should not be confined to answering the questions suggested here; we are equally interested in information that describes why a particular procedure was adopted and the processes used in arriving at decisions. For example, it is not enough to know that Pennsylvania has developed a set of statewide goals for education; the manner in which they went about defining these goals is unique and should be reported.

Finally, the report should include concrete evidence to substantiate each point: If a legislative action is involved, can it be cited? If a report is referred to, can a copy be obtained?

Multiple Interviews: It would be highly desirable to interview more than one person in each state, each of whom looks at the state effort from a different perspective. In some instances, no one individual may be able to provide you with all the information you need. A single person may overlook or be unaware of some programs that should be included in your survey. As a result, you may get different accounts from multiple interviews that will require resolution before you can consider your job complete (unless the accounts are concerned with obvious matters of opinion).

INTERVIEW GUIDE

Program Title:	What is the official designation for this program?
Program Objectives:	What does the state hope to accomplish through this program? Has a formal set of program goals and objectives been prepared? Who participated in their preparation?
Definition of the Target Population:	1. *Student characteristics*–Is the program limited to students at specified age or grade levels? Is participation confined to students having other characteristics (enrolled in a given course or curriculum, possessing a particular handicap, gifted, etc.)? 2. *School characteristics*–Are certain schools specifically excluded from the program (private, parochial, handicapped, vocational-technical)? Is the program limited to schools with given characteristics (Title I schools, vocational-technical, etc.)? Is school participation voluntary? If so, what percent of eligible schools and students were included last year? 3. *Community characteristics*–Is participation confined to schools located in communities with specific characteristics (urban, suburban, rural, population of x, socioeconomic status, etc.)?
Initiation of Program:	Who initiated the idea for this program (state superintendent of schools, state department of education, state board of education, state legislature, governor's office, teacher's association, independent organization)? How long from initiation of the idea to implementation?
Planning of Program:	Who determines how the program is conducted and what changes will be made in the nature of the program (committee drawn from state universities, representatives of major school systems, legislative committee, etc.)? How is the planning done?
Funding:	How is the program financed (student fees, school system fees, legislature, Title I funds, etc.)? How much does the program cost?
Administration Responsibilities:	Who coordinates the details of administering the program statewide? What are their specific responsibilities? How many staff members are associated with these tasks? What proportion of their time is spent on this project? What are their qualifications? Are other agencies or consultants involved?
Target Areas:	What cognitive and affective areas are being investigated (reading, mathematics, foreign language aptitude, personal values, attitudes toward x, etc.)?
Instrumentation:	What tests, inventories, or other measures are being used for each target area? How were they chosen? If specially developed, who prepared them?
Related Data:	What other information is collected that is used to analyze or interpret the data (name of school, school size, county, sex, age, previous course work, grades, cost of instructional programs, teachers salaries, etc.)?
Processing of Data:	Who is responsible for collecting and processing the raw data obtained from administering the program (local, state department, university, commercial organization)?
Interpretation of Data:	Who is responsible for analyzing, organizing, and interpreting the data (state department, university, commercial organization)?

Use of Data: How are the results used? What are some illustrations of actions or decisions that have been made on the basis of this information? How is use of program results related to program objectives?

Dissemination: Who receives a formal report of the results of the program (state superintendent, legislature, state board of education, etc.)? Is a report prepared for each participating school? Are program results made available to the public? How? By whom?

Overview: How is the program viewed by the various publics (legislature, state departments, schools, parents, etc.)? What are the major problems related to the program? How well are program goals and objectives being achieved?

Prospects for the Future: Is the program likely to continue? What modifications can be expected?